

ST. JOSEPH'S COLLEGE

BROOKLYN CAMPUS



2011-2013 CATALOGUE



St. Joseph's College

School of Arts and Sciences

Brooklyn Campus

2011-2013 Catalogue

**245 Clinton Avenue
Brooklyn, New York 11205-3688
(718) 940-5300**



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Notwithstanding anything contained in this catalogue, the College administration expressly reserves the right, where it deems advisable,

1. to change or modify its schedule of tuition and fees, and
2. to withdraw, cancel, reschedule or modify any course, program of study or degree, or any requirement in connection with any of the foregoing.

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

It is the policy of St. Joseph's College not to discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, or marital status in its educational programs, admissions policies, employment policies, financial aid or other school administered programs. This policy is implemented in compliance with all applicable federal, state, and local statutes or regulations. Inquiries regarding this policy should be addressed to Compliance Coordinator, St. Joseph's College, 245 Clinton Ave., Brooklyn, NY 11205-3688.

St. Joseph's College, New York School of Arts and Sciences

ACADEMIC CALENDAR 2011-12

Brooklyn Campus

FALL SEMESTER Class periods will be 55 minutes (or 85/165 mins.)

Sept. 6	Orientation for Freshmen and Transfer Students
Sept. 7	Classes begin
Sept. 7-13	Late registration and program changes
Sept. 12	Investiture and Convocation 4:30pm
Sept. 22	Honors Convocation 7:00pm
Sept. 28	Last day to opt for Pass/No Credit
Oct. 10	Holiday—Columbus Day
Oct. 12	Presidential Lecture
Oct. 14	Last day to file for June 2012 Graduation
Oct. 17	Founders Day Lecture
Oct. 19	Reading Day for students, Library open College-wide Meeting, Long Island Campus
Oct. 20	Mid-semester C-reports filed with the Dean
Oct. 27	Last day to withdraw from courses
Nov. 24-27	Thanksgiving Recess
Dec. 12	Last day of class
Dec. 13	Study Day
Dec. 14-20	Final Examinations (Dec. 21 will be alternate exam date in case of snow)
Jan. 13	Make-up final examinations for Fall semester
Jan. 17	Work for all Incomplete courses for Fall semester due in Registrar's Office

WINTER INTERSESSION

Dec. 24-Jan. 20	Winter Recess
Jan. 3-18	January Intercession courses
Jan. 16	Holiday—Martin Luther King, Jr. Day

SPRING SEMESTER Class periods will be 55 minutes (or 85/165 mins.)

Jan. 17	Orientation for Freshmen and Transfer Students (Tentative)
Jan. 19	Classes begin
Jan. 19-25	Late registration and program changes
Feb. 9	Last day to opt for Pass/No Credit
Feb. 20	Holiday—President's Day
Feb. 21	Study Day, Snow Make-up Day if needed
Mar. 1	Mid-semester C- reports filed with the Dean
Mar. 7	Reading Day for students, Library open College-wide Meeting Day, Brooklyn Campus
Mar. 9	Last day to withdraw from courses
Mar. 29-Apr. 6	Spring Recess
May 2	Last day of class
May 3	Study Day, Snow Make-up Day if needed
May 4	Study Day – No Classes
May 7-11	Final Examinations
May 20	Brooklyn Campus Commencement
June 8	Make-up final examinations for Spring semester
June 12	Work for all Incomplete courses for Spring semester due in Registrar's Office

SUMMER SESSION 2012

Session I	M-TH	May 21 – June 18
Session II	M-TH	June 25 – July 23
Session III	M, W	May 21 – July 18
	T, TH	May 22 – July 12

THE COLLEGE

MISSION AND GOALS OF ST. JOSEPH'S COLLEGE

The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement. The College aims in this way to prepare each student for a life characterized by integrity, intellectual and spiritual values, social responsibility, and service—a life that is worthy of the College's motto, *Esse non videri*: "To be, not to seem."

Independent and coeducational, St. Joseph's College provides affordable private education that serves a diverse population of academically eligible students.

St. Joseph's College affirms the dignity, freedom, and inherent value of each person. This affirmation is realized through a student-centered environment wherein the faculty's primary commitment is to excellence in teaching. In this open, supportive atmosphere, students are challenged to develop their full potential and are encouraged to acquire a spirit of inquiry and a joy in learning.

To accomplish this mission, St. Joseph's College has established the following goals:

- to offer curricula that foster the knowledge and intellectual skills associated with the liberally educated person;
- to encourage students to develop personal value systems and responsible self-direction;
- to foster committed participation in the local and global communities;
- to help students develop as whole persons by providing individual attention, interactive teaching, and opportunities for active participation in academic and extracurricular programs;
- to prepare students for their careers by offering the necessary professional and pre-professional education;
- to provide for the needs of a diversified student population with varied educational and professional experiences;
- to foster an environment of openness to the exploration and understanding of diverse ideas, traditions and cultures;
- to support educational programs and services that will contribute to the vitality of the communities served by the Brooklyn and Suffolk Campuses.

HISTORY

St. Joseph's College for Women, as it was then known, was founded by the Sisters of St. Joseph of Brentwood, in response to the need for a day college for young women. The College received its provisional char-

ter from the Regents of the University of the State of New York on February 24, 1916. From its earliest days, the College articulated its mission in terms of academic quality, value orientation, and career preparation. These values, coupled with the financial support and leadership of the Sisters of St. Joseph, brought early success and the College quickly outgrew its original facilities at 286 Washington Avenue. In 1918 the College moved to its present site at 245 Clinton Avenue, and the first baccalaureate degrees were conferred on twelve graduates on June 17, 1920. The College was accredited in 1928 by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. The Regents granted St. Joseph's College an Absolute Charter in 1929. Reverend William T. Dillon, J.D., Professor of Philosophy, who served as Dean of the College and later its President, guided its growth during the significant years that followed.

Under the visionary leadership of Msgr. Dillon, the College placed great emphasis on the holistic development of each student, encouraging personal independence and integrity. This student-centered culture has continued to characterize the College. Academically, the College pioneered in the study of child development, and in 1934 opened a laboratory pre-school, now the renowned Dillon Child Study Center.

With a reputation for strong academic programs and a faculty dedicated to excellence in teaching, the College undertook its first extensive building program during the presidency of Sr. Vincent Therese Tuohy. McEntegart Hall Library opened in 1965 and the Dillon Child Study Center in 1968.

S. George Aquin O'Connor's presidency, 1969–1997, coincided with a period of radical change in higher education. To meet new societal needs, the College admitted men to full matriculation, developed the Suffolk Campus in Patchogue, Long Island, created the School of Professional and Graduate Studies for adult students, introduced undergraduate programs in Accounting, Business, Nursing, health professions, and a Master's program in Child Study. In support of these academic programs, Callahan Library was constructed on the Patchogue Campus in 1988. For the enrichment of student life, the Danzi Athletic Center opened on the Suffolk Campus in 1997.

S. Elizabeth A. Hill, MA, JD, elected President in 1997, has emphasized the importance of both continuity and change. Undergraduate programs continue to grow even as the College has introduced new Master's programs in Management, Executive MBA, Literacy, Nursing, Special Education, and Human Resource Management. Reflecting the technological world in which we live, all college classrooms are now smart classrooms, equipped with the latest technological support. All buildings are wired, and the two campuses are connected with video-conferencing, enabling a number of courses to be taught simultaneously on both campuses. The Business and Technology Center opened on the Suffolk Campus in 2001. The purchase of the St. Angela Hall property in 2001 made possible major renovations in the landmark-status buildings on the Brooklyn Campus.

At ninety-five years, the College looks back on a history of innovation and adaptability to changing circumstances and needs. The College has

grown from its roots in Brooklyn, with its first graduating class of twelve students to two campuses and an enrollment of over 5400 students and thirty thousand alumni. The College looks forward to celebrating the one hundredth anniversary of its founding with renewed dedication to transforming lives, one student at a time.

LOCATION

St. Joseph's College has two campuses: the main campus is located in the residential Clinton Hill section of Brooklyn, and the Suffolk branch campus is located in Patchogue, Long Island.

The Main Campus: St. Joseph's College, as an urban college with a campus, offers easy access to all transit lines, to the Long Island Expressway, to all bridges in Brooklyn, Manhattan, and Queens, as well as to the Verrazano-Narrows Bridge to Staten Island. This convenient location brings students from every part of the Greater New York Metropolitan area to the College each day, where they enjoy the freedom of campus life while profiting from the many cultural advantages of New York City. Within the space of one half hour, students leaving St. Joseph's College may find themselves in the Metropolitan Museum of Art, the 42nd Street Library, Carnegie Hall and Lincoln Center, the Broadway theatre district, Madison Square Garden, or Citi Field.

The College itself stands in the center of one of the nation's most diversified academic communities, consisting of six colleges and universities within a two-mile radius of each other. St. Joseph's College offers its students easy access to the other colleges and such cultural facilities as the Brooklyn Academy of Music, the Brooklyn Public Library, and the Brooklyn Museum of Art.

The Long Island Campus: St. Joseph's branch campus is located in Patchogue. The thirty-two acre campus is bounded on the south by West Roe Boulevard and on the north by Sunrise Highway. It is easily accessible from the south shore locations via Southern State, Sunrise Highway (Exit 52), and from central and northern Long Island via Veterans Highway, Patchogue-Holbrook Road, Nicolls Road or Route 112.

FACILITIES—BROOKLYN CAMPUS

The Administration Building-Tuohy Hall

Named in memory of a late President of the College, the Administration Building contains classrooms, an auditorium, computer facilities, student government offices, student lounges, the gymnasium, fitness center, and administrative offices. The chemistry and physics laboratories, and the art studio are on the third floor.

Burns Hall

This beautiful Federal-style building contains formal parlors, a formal dining room, a chapel, the Admissions Offices, student lounge and kitchen, and the biology instructional and research laboratories.

St. Joseph's Hall

This five story building houses the Office of Institutional Advancement, the Alumni Office, several academic department offices, and the Psychology Laboratory. The beautiful Bloodgood garden, locat-

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ed behind St. Joseph's Hall, provides space for alumni reunions, student gatherings, and receptions.

Lorenzo Hall

Lorenzo Hall, located at 265 Clinton Avenue, houses the administrative offices of the School of Professional and Graduate Studies.

McEntegart Hall

McEntegart Hall, a fully air-conditioned five-level structure, houses the college library, the Academic Center, a nursing education laboratory, and a video conference room. There are also five classrooms, seven computer laboratories, a chapel, cafeteria, and faculty and student lounges.

McEntegart Hall Library has a large reading area and numerous study carrels that provide an excellent environment for research. In addition, the Library maintains the St. Joseph's College Archives, a curriculum library (including centralized childrens' books and textbooks and two seminar rooms) and the Library Instructional Technology Center.

The Library will be undergoing the first floor Renovation Project, which will add enclosed group study rooms, a Faculty Resource Center, and the Tech Deck (state of the art computer lab as well as a medium-sized classroom.)

The Library's collection includes over 134,000 volumes, (including 51,000 e-books), approximately 1,800 audio-visual units, 1812 micro-forms units, and over 25,800 serial subscriptions (including periodicals, newspapers and government papers.) Patrons have access to numerous full-text electronic databases. A fully automated and integrated library system, Voyager 7.0 by ExLibris Group, ensures efficient retrieval and management of library resources. Membership in ALB (Academic Libraries of Brooklyn) and METRO (Metropolitan New York Library Council) gives students access to libraries throughout the city and provides resource sharing on a regional basis. Full membership in OCLC (Online Computer Library Center), allows limitless access to all types of resources.

The Library provides reference and instruction services to all patrons, which include instant message chat, email, and in-person reference. The Library's website (<http://mcentegart.sjcny.edu>) provides constantly updated information to library patrons.

St. Angela Hall

This former elementary and high school was acquired in 2001 and contains sixteen classrooms, the ACES Center, the Office of Campus Ministry, some faculty offices, an auditorium, video conference room and lounge.

Computer Facilities

A high-speed fiber optic intra-campus network connects all offices, instructional facilities, computer laboratories and libraries on both the Brooklyn and Patchogue campuses. The network provides Internet access to all students, faculty and staff.

An integrated online library system enables students to search for and check out books at either campus. Online databases and other electronic resources are available to students from either campus, or from their home computers.

All classrooms are smart classrooms, which provide Internet access, DVD, VCR, projection systems and whiteboards. Two wireless laptop classrooms connect Brooklyn and Long Island via high-definition monitors, video cameras, Smartboards, document cameras, and computers. Additional videoconferencing facilities connect the two campuses, allowing for real-time distance learning in a small group setting.

WebAdvisor, a web interface to the College's administrative database, is available to students. Students can register for class, pay bills, view and print their schedules and degree audit report, and view their current and prior grades.

Students are provided with Google Apps accounts for communication and collaboration. Included is over 7GB of storage, the power of GMail, Google chat, Google calendar, and Google docs.

Dillon Child Study Center

This Center, an enduring memorial to Monsignor William T. Dillon, late President of the College and founder of the Child Study Department and its Laboratory Preschool, opened in 1968.

The first floor of the Dillon Center contains the offices of the Director, the school nurse, staff offices and a conference room. The Center's preschool inclusion class with observation room, a mixed three and four year old classroom, and a multi-purpose room are also located on the first floor. Two preschool classrooms and Kindergarten room, each with its own observation booth, are located on the second floor, as well as staff offices with additional rooms for therapy, computer and library resources. These facilities make possible increased service to the community.

The Center provides for an enrollment of approximately 100 preschool children. The Center also facilitates the growth of auxiliary programs and inter-institutional cooperation with nursing schools, colleges, and other educational agencies.

The Outdoor Theatre

Overlooking the Mall is the Molloy Memorial Outdoor Theatre.

Long Island Branch Campus, Patchogue, Long Island

For full description of Long Island Campus facilities, see Long Island Branch Campus Catalogue.

ACCREDITATION AND MEMBERSHIPS

Accreditation

The College is accredited by the following:

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
267-284-5000

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The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The College's Nursing programs are accredited by the National League for Nursing Accrediting Commission

National League for Nursing Accrediting Commission
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
404-975-5000
www.nlnac.org

The College's teacher education programs (Early Childhood, Childhood, Early Childhood: Disabilities, Childhood: Disabilities; and Adolescence Education: Biology, Chemistry, English, Mathematics, Social Studies, and Spanish) are accredited by the New York State Board of Regents (RATE).

New York State Education Department
5N Mezzanine, Education Building
89 Washington Avenue
Albany, New York 12234
518-474-2593

The College's Recreation and Leisure Studies program is accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT).

National Recreation and Parks Association
22377 Belmont Ridge Road
Ashburn, Virginia 20148-4501
(703) 858-0784
www.nrpa.org/coa

The College's programs are registered with the

New York State Education Department
Office of Higher Education and the Professions
Cultural Education Center, Room 5B28
Albany, New York 12230 - 518-474-5851

The College's programs are approved by the New York State Education Department for the training of veterans.

Membership

The College is a member of many associations, including the following:

American Council on Education
Association of American Colleges and Universities
College Entrance Examination Board
Commission on Independent Colleges and Universities, State of New York
Council for Adult and Experiential Learning
Long Island Regional Advisory Council on Higher Education
National Association of College and University Business Officers
National League for Nursing
Servicemembers Opportunity Colleges

ADMISSIONS AND FINANCES

APPLICATION PROCEDURE FOR SECONDARY SCHOOL STUDENTS

Applications for freshman admissions are available through the Office of Admissions at the College or from the high school guidance office. Additionally applications may be downloaded from the College's website at www.sjcny.edu.

All applications are evaluated on an individual basis. Successful applications will typically have earned

- A high school diploma or equivalent
- A Regents diploma for NY State residents
- Satisfactory scores on either the SAT or ACT exam
- A strong academic program that includes
 - * 4 units of English
 - * 3 units of Mathematics
 - * 4 units of Social Studies
 - * 2 units of a Foreign Language
 - * 3 units of Science
 - * 2 elective units

Counselor and teacher recommendations as well as a personal essay are recommended.

Mathematics Requirement

While three years of college preparatory mathematics are required for admission, four years of college preparatory mathematics are suggested for those who plan to major in mathematics, computer information systems, chemistry, biology, business administration, and for premedical students.

ADMISSIONS DECISIONS

Students will receive an admissions decision approximately one month of receipt of all credentials.

EARLY ADMISSION PLAN

This plan is designed for students of high academic standing with a social maturity beyond their grade level. The Admissions Council will consider high school students for entrance into the College at the conclusion of their junior year in high school. Basic requisites are high academic achievement, parental approval and very strong recommendations from high school guidance personnel. Students must take the College Entrance Examination Board Scholastic Assessment Test in the Fall of their junior year. This program may be considered only in high schools which offer very strong academic preparation.

STANDARDIZED TESTS

In most cases, every candidate for admission to the freshman class must take the SAT Reasoning Test administered by the College Entrance Examination Board. Requests for the bulletin of information and application forms should be addressed to:

College Board ATP
CN 6200
Princeton, New Jersey 08541-6200
(609) 771-7600

The scores on the SAT will be forwarded to the colleges listed on the candidate's application. St. Joseph's requires official scores. Our codes are as follows:

SAT – 2802

ACT – 2890

PLEASE CONSULT THE COLLEGE OFFICE AT YOUR HIGH SCHOOL FOR SAT OR ACT TEST DATES, OR CALL THE ADMISSIONS OFFICE AT (718) 940-5800.

NOTE: Students applying for academic scholarships and awards should arrange to take the SAT or ACT in the second half of Junior Year or in the first half of Senior Year.

INTERNATIONAL STUDENTS

International students seeking admission should file their applications several months in advance of the anticipated matriculation date. Application deadline for Fall admission is March 1; for Spring admission,

September 1. A fee of U.S. \$25.00 must accompany the application form. Students must submit official school records and scores on either the Test of English as a Foreign Language (TOEFL) or the Scholastic Assessment Test (SAT). Applicants must have a minimum TOEFL score of 550 (paper-based), 79–80 (Internet-based), or 213 (computer-based) to be considered for admission. The TOEFL and SAT information bulletins and registration forms are available in areas outside of the United States.

A notarized affidavit of financial responsibility must be submitted at the time of acceptance. Admission to St. Joseph's College is contingent upon the acquisition of a valid student visa (F-1) from the United States Department of Immigration and Naturalization Service.

CONDITIONAL PROGRAM ACCEPTANCE/ COLLEGE ENRICHMENT PROGRAM

Students who exhibit college potential but do not meet general admissions standards, are accepted on a "conditional" basis. They are enrolled for five courses, one of which is a special section of SJC 100. With the support of this course and with the help of a faculty advisor, the College assumes that the student will be able to make satisfactory progress at this institution. In addition, students are required to participate in a special summer program.

CANDIDATES' REPLY DATE

Students who have been accepted for admission should reply by December 1 (for the Spring term) or May 1 (for the Fall term) to confirm their choice of St. Joseph's. Late applicants will be expected to confirm their acceptance within one week of notification. For acceptance deposit, see Statement of Costs.

PRE-REGISTRATION, PROGRAMMING, AND PLACEMENT

Students are notified in advance of the pre-registration conference dates for the Fall and Spring semesters. During the pre-registration period for September (Fall) entrants, which is usually scheduled in May, the Chairpersons of Departments are available for group and individual consultation. Students who are undecided as well as those who have selected a major are encouraged to take advantage of this opportunity to discuss interests and educational goals with the Chairpersons. Under their advisement, the students then make their course selections for the fall term. Students are required to submit documentation regarding MMR immunization and meningococcal meningitis vaccination prior to the first day of class.

Students who apply or are accepted after the official pre-registration period, are advised by the Admissions Office of alternate registration dates. Transfer students have individual program conferences with the Transfer Counselor and Department Chairperson.

ADVANCED PLACEMENT

Students who have taken advanced placement courses in secondary school may apply for college credit. St. Joseph's grants advanced placement and credit on the basis of the candidate's score on the Advanced Placement Examination administered by the College Entrance Examination Board and subject to approval of the Departmental Chairpersons in whose field the advanced study has been done.

At pre-registration, it is the student's responsibility to inform advisors of any A.P. credit in order to avoid duplication of course work.

Freshmen may also enroll with advanced standing upon presentation and review of an official transcript for college-level work completed.

INTERNATIONAL BACCALAUREATE

St. Joseph's recognizes the advanced level of the International Baccalaureate (IB) Program. The College awards credit for International Baccalaureate courses taken at the Higher Level in which the student earns a score of 5 or better. Equivalence of courses is determined by the Department Chairperson. The student is responsible to submit an official IB transcript to the College.

COLLEGE PROFICIENCY EXAMINATIONS

Matriculated students may apply for credit or placement for the equivalent of St. Joseph's College courses on the basis of their successful completion of examination sponsored by:

1. CLEP-The College Board's College-Level Examination Program (Box 2815, Princeton, New Jersey 08541)
2. RCE-The New York State Education Department's Regents College Examinations (State Education Department, Cultural Education Center, Albany, New York 12230)
3. USAFI-United States Armed Forces Institute (Commission on Accreditation of Service Experiences of the American Council on Education, One Dupont Circle, Washington, D.C. 20036)

Students who wish credit or placement on the basis of any of these exams should have a copy of their scores forwarded from the sponsoring agency to the Registrar of St. Joseph's College. When a decision has been reached, the student will receive written confirmation of the credit or placement granted.

RE-ADMISSION

A student who has withdrawn from the College and who wishes to return must complete the appropriate re-admission process as outlined below.

1. Students who attended another post-secondary institution after withdrawing from St Joseph's College must re-apply for admission through the Office of Admissions. Official transcripts from all colleges attended must be submitted and will be reviewed for admission and transfer credit purposes.

2. Students who, after withdrawing from St. Joseph's College, did not attend any other post-secondary institution, may obtain an application for re-admission from the Registrar or the Dean.
3. Students who wish to return to the College within one year after an approved leave of absence, and have not attended any other institution, must meet with an academic advisor prior to registering for classes.
4. Students who wish to return after being dismissed for academic reasons must file an application for re-instatement with the Academic Dean.

TRANSFER STUDENTS: POLICIES AND PROCEDURES

Transfer students are welcome at both our Brooklyn and Long Island Campuses. The College believes that transfer students add a new dimension by bringing fresh ideas and varied experiences.

Whenever possible, students who wish to transfer to St. Joseph's should file their applications at least three months in advance of the expected date of matriculation. Transfer students should request that official transcripts from all former colleges, marked catalogues of former colleges and a listing of courses in progress be sent to the Admissions Office, St. Joseph's College.

St. Joseph's College provides for a block transfer of courses, up to 64 credits, for students who have earned an Associate in Arts, or an Associate in Science (with science emphasis) degree in certain transfer programs at an accredited Community or Junior college.

Transfer credit for an Associate in Applied Science degree varies. In general, the two year programs leading to the A.A.S. degree have been designed for immediate career preparation. St. Joseph's cannot guarantee, therefore, that it will transfer all or most of the courses and credits earned as part of the A.A.S. degree. The determination rests upon the program followed, the choice of elective courses, and articulation with the major to be followed at St. Joseph's.

Records of students without an Associate degree will be evaluated on an individual basis in accordance with our Transfer Policy.

Prospective transfer students are encouraged to forward their transcripts to the Counselor for Transfer Students requesting an individual evaluation.

If a student transferring to St. Joseph's has an Associate degree, the student is not required to submit a high school record as part of the admissions procedure. This policy also applies to students without an Associate degree who have successfully completed 24 college credits.

Each student will be given an official Review of Transfer Record, which will indicate courses and credits transferred, and any courses still needed to satisfy the St. Joseph's College Core Curriculum, as outlined in the current catalogue.

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To complete requirements for the Baccalaureate degree, the student is responsible for any core requirements still outstanding; a major of 30 or more credits; any other requirements of the major; and a total of 128 credits, of which a minimum of 90 must be in the liberal arts for a B.A. degree.

Ordinarily, the minimum residence requirements for a St. Joseph's degree is three semesters, or 48-50 credits. Students who transfer to SJC as juniors are usually expected to complete their course and credit requirements at St. Joseph's College.

For students desiring to matriculate for their senior year, an interview will be required with the Academic Dean as well as with the Director of Admissions to determine the educational desirability of such a transfer.

APPLICANTS FOR SCHOLARSHIPS AND AWARDS

High School Seniors: For scholarship consideration, the College requires that all forms (SJC application, high school transcript, and SAT results) be received by the Admissions Office before March 15 for the Fall semester and January 1 for the Spring semester.

SCHOLARSHIPS AND GRANTS

St Joseph's College has an extensive Scholarship and Grant Program. Criteria for scholarship eligibility are determined by the college's scholarship committee and are reviewed each year. A list of scholarships may be found on pages 29-30.

Eligibility for a scholarship or grant is based on a combination of factors including GPA, SAT scores, high school achievements, rank in class, letters of recommendation and personal statements.

Transfer Students are also eligible for Academic Achievement Scholarships. A minimum GPA of 3.0 is required for consideration.

TRANSFER APPLICANTS FOR SCHOLARSHIPS AND AWARDS

The College requires that all forms (SJC application and transcript(s)) be received before August 1 for the Fall semester and January 1 for the Spring semester.

STATEMENT OF COSTS 2011-2012

A remittance of \$25 is payable when the application for admission is filed. The application fee is a service fee and is in no case returnable.

Annual Tuition and Fees

FULL-TIME STUDENTS

Tuition-July to June	\$17,800 per year
College Fee	\$125 per semester
Mandated Accident Insurance	\$7.25 per semester

Student Activities	\$150 per year*
Technology Fee	\$100 per semester
Health and Accident Insurance	See Health & Acc. Ins. p. 19

*This fee is levied by the Student Council for the support of student organized activities.

PART-TIME STUDENTS

Tuition	\$580 per credit
College Fee	
1 to 7 credits	\$13 per credit
8 to 11 credits	\$96 per semester
Mandated Accident Insurance	\$7.25 per semester
Student Activities	\$35 per semester*
Technology Fee	
1 to 7 credits	\$40 per semester
8 to 11 credits	\$75 per semester

*This fee is levied by the Student Council for the support of student organized activities.

NON-MATRICULATED STUDENTS

(Taking less than 12 cts./semester; if more than 12 cts. see full-time student rates)

Total tuition charges and fees must be paid at registration.

Tuition	\$580 per credit
Registration Fee	\$20
Insurance Fee	\$7.25 per semester
College Fee	See Part-Time
Student Activities	See Part-Time
Technology Fee	See Part-Time

Special Fees

Laboratory fee	\$20-\$100 per course
(Bio, Chem, Physics, Psychology, Studio Art—Consult course listing for specific fee.)	
Graduation fee	\$125
Late Registration fee	\$25
Make-up examination fee	\$25
Change of program (each form)	\$20
Child Study Program fee (Junior Year-Second Term)	\$50
Transcript	\$5
Identification card	\$5
Parking Fee	\$50 per semester
(payment of this fee does not guarantee a spot)	
Tuition Extension Fee	\$25-100
Orientation Fee	\$50

TUITION POLICY

In addition to a non-refundable \$25 application fee, all new full-time students accepted for admission must make a tuition deposit of \$250 and part-time students \$80 at the time of registration. The deposit is not refundable, but it will be credited toward the first term's tuition. This deposit is only good for two years from the time the deposit is made.

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A student's bill for tuition and fees is based on the number of credits for which a student intends to register, less applicable financial aid or scholarships for that semester. Scholarships or student aid may only be subtracted if all related applications and other information have been submitted on a timely basis. Payment of the remaining balance constitutes "Clearance" by the Bursar's Office.

Bills for the semester must be cleared by the Bursar's Office before students may attend class. Students who do not receive financial clearance from the Bursar's Office will not be officially registered at the College for that semester. Students may not enroll for a successive semester until their accounts have been completely satisfied.

St. Joseph's College makes available several tuition financing options through our tuition deferment programs. The two monthly budgeting programs the College offers are Tuition Management Systems and Academic Management Services. Basically, these programs are designed to afford students the opportunity to pay their educational expenses in monthly installments. Students may elect to contract with either of these services for a nominal initial participation fee prior to or at the beginning of each new academic year. Students interested in either of the two plans may obtain brochures and applications in the Bursar's Office. Additional information may be obtained by calling AMS at 1 (800) 635-0120 and the TMS at 1 (800) 722-4867.

The accounts of students who are unable to pay what is owed by the first day of class (other than those who are enrolled with either the Tuition Management Systems or Academic Management Services), will automatically default to St. Joseph's College Tuition Extension Agreement. Unlike the other two deferment programs, under St. Joseph's College Tuition Agreement, a finance charge will be assessed.

Questions regarding the College's tuition policy, should be addressed to the Bursar at the Long Island Campus at (631) 687-4566.

STUDENTS WHO FAIL TO COMPLY WITH THESE REGULATIONS WILL BE SUBJECT TO SUSPENSION UNTIL THE REQUIREMENTS ARE MET.

FLAT-RATE. The flat rate for tuition covers 33 credits per academic year. In this way, the College's requirement of 128 credits can be achieved in eight terms. Full-time students—those taking at least 12 credits—are charged the flat rate of \$17,800 per academic year. Inter-session and Summer Session courses are not included within the flat-rate tuition. Full-time students who take more than 33 credits per academic year will be charged \$580 for each additional credit. Up to 18 of the 33 credits may be taken in one semester without an additional charge.

PER CREDIT. Part-time students – those taking fewer than 12 credits – are charged \$580 per credit.

Neither a transcript nor a diploma will be issued until all financial obligations are settled. The College reserves the right to alter tuition charges and fees when such changes become necessary.

HEALTH AND ACCIDENT INSURANCE

All full-time students will be required to carry Health and Accident Insurance. This fee will be charged in the Fall and Spring semesters. If a student is currently covered by another policy of greater or equal value, the SJC Insurance may be waived. Waiver forms are available in the Dean of Students Office, on both campuses, or can be downloaded from the SJC website at www.sjcny.edu. Please read and follow all the instructions on the Waiver Form. This form must be completed and returned to the Office of Student Life each Fall by October 1. Health and Accident Insurance must be waived each year if not desired.

If the student is enrolled for the entire school year, the Health Insurance Coverage for the Fall semester is \$394.00 and for the Spring semester it is \$395.00. For those students entering the College in the Spring semester the fee will be \$486.00.

Students who were part-time in the Fall semester and full-time in the Spring semester will automatically receive insurance coverage for the Spring and will automatically be charged in the Spring semester only. Any student already covered by another policy may complete and submit a waiver form to the Dean of Students Office by February 1, each Spring.

INTERNATIONAL STUDENTS: International students who require insurance coverage in excess of the limits provided by the student accident and sickness plan can request enrollment in a plan tailored to the international student. International students who wish to participate in the International Plan must obtain an Enrollment Form from the Dean of Students Office.

WITHDRAWAL FROM A COURSE OR FROM THE COLLEGE: TUITION REFUNDS

Full-time students who receive permission to withdraw from a single course are not entitled to a refund, unless the withdrawal involves extra credits, paid for by the point. In such cases, the student may ask for a refund of the extra tuition within the first four weeks of the term. Part-time students who withdraw from a course may also apply for a refund.

Withdrawal from the College may entitle a student to a refund of tuition but not of fees.

The percentage of refund will be determined according to the following schedule:

<i>Withdrawal Effective</i>	<i>% of Refund</i>
Prior to beginning of term	100%
Within First Two Calendar Weeks	80%
Within Third Calendar Week	60%
Within Fourth Calendar Week	40%
Within Fifth Calendar Week	20%
After Fifth Calendar Week	No Refund

This schedule does not apply to the tuition deposit required of first time students. This deposit is not refundable. In the absence of written notification, the date of withdrawal is determined by the Dean.

Federal Title IV recipients should see the Return of Title IV Funds section of this catalogue on page 24.

Refunds of financial aid awards, student loans, etc., are not refundable until the actual funds have been received by the College and the student's eligibility for the funds has been determined.

A refund will not be granted to a student who is dismissed or who withdraws while under disciplinary action.

A student who feels that his/her individual circumstances warrant an exception to the College's refund policy may submit a written appeal for special consideration to the Assistant to the C.F.O. The decision is subject to appeal to the Chief Financial Officer.

Once the Bursar's Office has determined that a student is eligible to receive a refund, it will automatically be processed by the office. This typically occurs after the fifth calendar week of the semester. If a student would like to carry the credit to a future semester he/she will have to complete and submit a "Carry Credit Request Form" to the Bursar's office. The Carry Credit forms are available on the SJC website under Bursar's office. These forms can be found in the link titled Bursar Forms.

If the refund includes funds from a Parent's Plus Loan, a separate "Refund Application Form" will be sent to the parent from the Bursar's Office. This form requires the parent's signature before any funds can be released.

SCHOLARSHIPS AND FINANCIAL AID PROGRAMS

All matriculating students, including transfer students, may apply for financial aid. Consideration for a scholarship or financial aid from St. Joseph's College is dependent upon making application and receiving official notification of acceptance into the College.

FINANCIAL AID

Application Procedures

To be considered for federal, state and institutional sources of financial aid, students should follow these procedures each academic year.

1. Complete the Free Application for Federal Student Aid (FAFSA) designating St. Joseph's College, Brooklyn NY as a recipient. The student will be asked to enter St. Joseph's federal school code, which is 002825 for the Brooklyn Campus. The FAFSA may be completed online at www.fafsa.ed.gov, or a paper FAFSA may be completed and mailed in to the Federal Student Aid Processor.
2. New York State Residents should also complete the New York State Tuition Assistance Program (TAP) application. After completion of the FAFSA, a student may file the TAP application at www.hesc.org. Undergraduate students should indicate code #0755.
3. If the student's FAFSA is selected by the processor for verification, the student will be asked to provide additional documentation to

the Office of Financial Aid. The documentation will be compared to the FAFSA, and corrections will be made as necessary. The Office of Financial Aid must be in receipt of the documentation, and all necessary corrections must be made before awards can be disbursed.

4. Priority for certain financial aid programs will be given to students who adhere to the following recommended filing dates:

Fall entering new students: February 25

Fall entering transfer students: March 15

Continuing students: April 30

Spring entering students: November 1 (new and transfers)

Requirements and Responsibilities of Student Aid Recipients

All students who receive financial aid are responsible for understanding the academic standards they must meet in order to maintain eligibility for specific programs. Federal financial aid recipients should consult the Federal Financial Aid Programs section of this catalogue. Recipients of St. Joseph's college scholarships and grants should consult the St. Joseph's College Financial Aid Programs section of this catalogue. New York State financial aid recipients should consult the New York State Financial Aid Programs section of this catalogue.

Students must notify the Office of Financial Aid in writing of the amounts and sources of any outside aid that they may be receiving. For example, students should inform the Office of Financial Aid about a scholarship that they may be receiving from a community organization.

STUDENT EXPENSE

In order to aid in financial planning, the Office of Financial Aid has provided the following table of estimated costs at St. Joseph's College. All costs are subject to change.

St. Joseph's College Full-time Undergraduate Program 2011-13 Student Expenses

Annual Institutional Costs

Tuition	\$17,800
College Fee	\$250
Mandated Accident Insurance	\$15
Student Activity Fee	\$150
Technology Fee	\$200
Special Fees (per lab course)	\$20-\$150

Annual Non-Institutional Costs (estimated)

Books and Supplies	\$1000
Personal Expenses	\$1000

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Transportation	\$2000
Dependent Living Expense	\$3350
Independent Living Expense	\$6400

FEDERAL FINANCIAL AID PROGRAMS

To receive federal financial aid assistance, a student must: 1) have a high school diploma or a General Education Development (GED) certificate, pass a test approved by the U.S. Department of Education, meet other standards your state establishes that the Department approves, or complete a high school education in a home school setting that is treated as such under state law; 2) be working toward a degree or certificate in an eligible program; 3) be a U.S. citizen or eligible non-citizen; 4) have a valid Social Security Number (unless you are from the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau); 5) register with the Selective Service if required; 6) maintain satisfactory academic progress once in school; 7) certify that you are not in default on a federal student loan and do not owe money on a federal student grant; and 8) certify that you will use federal student aid only for educational purposes.

Satisfactory Academic Progress Policy for Federal Financial Aid Recipients

Satisfactory academic progress is defined as proceeding toward successful completion of degree requirements. The SJC Office of Financial Aid is required by federal regulation to determine whether a student is meeting the requirements. The official record of the SJC Registrar is reviewed to determine student compliance with this Policy. **Satisfactory Academic Progress is reviewed and determined at the conclusion of each semester. Students enrolled in certificate programs will be evaluated at the mid-point of their program.**

This Policy pertains only to applicants for federal assistance. A recipient of an SJC institutional scholarship, tuition remission, or an institutional grant must meet the eligibility requirements of the respective program. The New York Tuition Assistance Program (TAP), as well as any other state sponsored programs, has their own, specific progress policies. We encourage you to review the Office of Financial Aid website. If you have questions about the monitoring of satisfactory progress not addressed in this policy, please contact our office.

Satisfactory Academic Progress Requirements-

1. Not exceed a maximum number of hours to complete the degree program:
Undergraduate students must not exceed 192 credits.
Graduate students must not exceed 54 credits.
Students enrolled in certificate programs must not exceed 36 credits.
2. Maintain a cumulative Graduation/Retention Grade Point Average:

Undergraduate students must maintain a cumulative GPA of 2.0.

Graduate students must maintain a cumulative GPA of 3.0.

3. Successfully complete at least 75% of the total cumulative hours attempted. This includes **all courses attempted at SJC as well as courses transferred into SJC that are applicable to a student's program**. For example, a student who has attempted a cumulative total of 55 hours must have successfully completed at least 41 credit hours to meet the requirement ($55 \times .75 = 41.25$; round decimals down to whole numbers).

Courses/Grades Used in Determining Satisfactory Academic Progress:

All coursework attempted, including any dropped, repeated, reprieved or remedial courses or withdrawals recorded on the SJC Transcript at the time of the progress check are considered when determining if the student has exceeded the maximum number of hours for degree completion and has completed 75% of the total cumulative hours attempted.

The following grades indicate successful completion of a course: "A," "B," "C," "D," or "P".

The following grades indicate a course was not successfully completed: "F," "I," "AB," "WD," "WF," "WU," "FN," "NC", or a course for which a grade was not entered.

Audit courses are not counted in the total hours attempted for any semester or as successful completion of a course. Independent study, correspondence and extension courses may count toward successful completion of hours attempted if they are completed by the last day of the semester. For information about eligibility and payment of aid for these types of courses, please contact the Financial Aid Office.

Transfer coursework must be reflected on the SJC Transcript to be considered for purposes of financial aid eligibility

Failure to Maintain Satisfactory Academic Progress:

A student who exceeds the maximum number of hours allowed for degree completion will be suspended from future financial aid until the reason for the excessive hours can be adequately documented.

A student who either fails to achieve the required cumulative Graduation/Retention GPA, or to complete at least 75% of the total hours attempted, will be placed on financial aid probation for the following semester of enrollment at SJC. A student may receive financial aid while on probation. At the end of the probationary period, if a student is meeting the Satisfactory Academic Progress requirements, he/she will regain unconditional eligibility for federal financial aid programs. If a student has not met the requirements, he/she will have eligibility for federal financial aid suspended. Please see below.

Financial Aid Suspension:

A student denied assistance based on the Satisfactory Academic Progress Policy may submit a written appeal to the Financial Aid

Appeals Committee. An appeal form is included in the suspension notification letter. The appeal and supporting documentation must be received in the SJC Financial Aid Office by the deadline reflected in the suspension notification letter. The appeal should speak **in detail** to mitigating or extenuating circumstances that affected the student's academic performance, i.e., severe physical injury or mental trauma.

A student suspended for exceeding the maximum hours allowed for degree completion should also have the academic advisor complete the "Remaining Hours Required for Degree Completion" form if extenuating circumstances require the student to exceed the maximum hours limit. The form is included in the suspension notification letter.

Action taken on a financial aid appeal is final and is transmitted to the student in writing by the Financial Aid Appeals Committee. Depending upon the timeliness of the appeal, it is possible for a student to have an appeal denied and also not be entitled to a refund of charges if the student chooses to withdraw from classes. A student who enrolls and attends class whose appeal is subsequently denied will be eligible for a refund of charges based solely on the refund policy in the in the SJC Catalog.

A student suspended for reasons other than exceeding the maximum number of hours for degree completion who does not appeal, or whose appeal is denied, may be reinstated on a probationary basis by meeting **both** of the following criteria:

1. Achieve the required cumulative Graduation/Retention GPA or the required Semester GPA (Undergraduate = 2.00; Graduate = 3.00); and,
2. Successfully complete 75% of the total cumulative hours attempted or 75% of the hours attempted for that semester.

A student may regain eligibility by attending SJC for the academic year **without the benefit of federal financial aid** and meeting the SAP eligibility criteria. A student may also regain eligibility by transferring work into SJC from an accredited institution. Transfer work must be reflected on the SJC transcript to be considered for purposes of federal financial aid eligibility.

Withdrawal From the College (Return of Title IV Funds)

Federal financial aid is awarded to a student under the assumption that the student will attend school for the entire period for which the aid is awarded. When a student withdraws from the college, he or she may no longer be eligible for the full amount of federal aid originally awarded. If a federal financial aid recipient withdraws after beginning attendance, and before the 60% point in the term, the amount of federal grant and/or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, the student may be entitled to a post-withdrawal disbursement.

Federal Pell Grant

Federal Pell Grants are awarded to students with financial need, who have not received their first Bachelor's degree. The federal government determines need and eligibility using the data submitted on the FAFSA. For the 2010-11 award year, the maximum Pell award is \$5550. The maximum amount can change each year depending on program funding levels. The exact amount a student will qualify for depends on the Expected Family Contribution (EFC) calculated from data on the FAFSA, cost of attendance at a particular school, the student's enrollment status and a student's plans to attend school for a full academic year or less.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Supplemental Educational Opportunity Grants are awarded to undergraduates with exceptional financial need. Awards at SJC range from \$500 to \$1,000 per year, and priority will be given to Pell eligible students with the lowest Expected Family Contributions.

Federal Work-Study Program

Federal Work-Study Program provides part-time employment for undergraduate students with financial need, allowing them to earn money to help cover educational expenses. Job placement is through the Office of Financial Aid and students receive a monthly paycheck for work performed.

Federal Perkins Loan

Federal Perkins Loans are a low interest (5%) loan for students with exceptional financial need. At SJC, Perkins Loans are available to full-time, Pell eligible undergraduate students. Awards are subject to availability.

Federal Stafford Loans

Federal Stafford Loans are awarded to undergraduate and graduate students who are enrolled at least half time in an approved program of study. Federal Stafford Loans are either Subsidized or Unsubsidized. Subsidized loans are awarded on the basis of financial need, and the government pays the interest on subsidized loans while a student is school, in a grace period, or in deferment. Unsubsidized loans are not based on financial need and a student is responsible for the interest from the time the loan is disbursed. A student can either pay the interest or allow it to accumulate and be capitalized. Capitalizing interest will increase the amount that a student must repay. Stafford Loans have annual and aggregate loan limits based on grade level, dependency status and level of study.

Federal Parent Loans for Undergraduate Students (PLUS Loan)

Parents may borrow a PLUS Loan for a dependent undergraduate student enrolled at least half time in an approved program of study. Parents

must be credit approved to receive a PLUS Loan. The annual limit is the Cost of Attendance minus any other aid that a student is receiving.

NEW YORK STATE FINANCIAL AID PROGRAMS

For additional information on any New York State Programs, including questions of eligibility, please contact New York State Higher Education Services Corporation (NYSHESC) at (888) NYS-HESC or visit their website at www.hesc.org.

Tuition Assistance Program (TAP)

Full-time students in an approved program of study who meet New York State residency requirements may be eligible for up to \$5,000 per academic year. Effective for the 2007-08 academic year and thereafter, TAP is available to students on a part-time basis. To be eligible for Part-Time TAP, a student must have been a first time freshman in the 2006-07 academic year or thereafter, and must have earned 12 credits or more in each of two consecutive semesters. To be eligible for TAP students must also be a U.S. citizen or eligible non-citizen, be a legal resident of New York State, be in good academic standing, not be in default on a student loan made under a NYS or federal loan program and meet income eligibility requirements.

Aid for Part-Time Study (APTS)

Part-time students in an approved program of study who meet New York State residency requirements may be eligible for up to \$2,000 per academic year. Awards cannot exceed tuition.

Additional Programs

In addition to TAP and APTS, NYSHESC administers a variety of additional programs. Some examples of other programs are:

- Flight 3407 Memorial Scholarship
- Flight 587 Memorial Scholarship
- NYS Scholarships for Academic Excellence
- Military Service Recognition Scholarship
- World Trade Center Memorial Scholarship

For information on any of the programs administered by NYSHESC, please call (888) NYS-HESC or visit www.hesc.org.

Satisfactory Academic Progress Requirements for New York State Aid Recipients

In order to receive TAP payments a student must be meeting the standards of academic progress set by the New York State Education Department, which consist of two components:

1. Satisfactory Academic Progress: A requirement that a student accumulates a specified number of credits and achieves a specified cumulative grade point average each term. Please refer to the chart below.

2. Pursuit of Program: A requirement that a student completes a certain percentage of credits attempted each term. The percentage, as specified in regulations, begins at 50% of the minimum full-time course load in each term of the first year an award is received, to 75% in each term of the second year an award is received, to 100% in each term of the third year an award is received and thereafter.

In accordance with section 145-2.2 of the *Regulations of the Commissioner of Education*, each institution participating in State student financial aid programs must determine whether a student is in good academic standing based on a standard of satisfactory academic progress comprising a minimum number of credits to be accrued (earned) with a minimum cumulative grade point average in each term an award payment is received. The progress standard is most clearly presented in chart format (see below).

Initially, the regulation provided that each institution establish and submit for the Commissioner's approval its proposed standard of progress. However, for the 1995-96 academic year and thereafter, new legislation mandated a minimum cumulative C average after a student has received four full-time semester award payments or the equivalent (24 payment points).

Effective for the 2010-11 academic year and thereafter, New York State Education Law requires a non-remedial student, whose first award year is in 2010-11 and thereafter, must meet new standards of satisfactory academic progress (SAP). Non-remedial students whose first year is 2007-08 through 2009-10 must meet the SAP requirements enacted in 2006. Those meeting the definition of "remedial student" are not subject to the new SAP standards, but will use the requirements established in 2006. The law enacted in 2006 mandated minimum standards of satisfactory academic progress for students receiving their first State award in academic year 2006-07.

Effective 2010-11 for non-remedial students receiving first NYS award payment in 2010-11 and thereafter. Remedial students and students enrolled in an approved certificate program will use the 2006 SAP charts.

Undergraduate Level Semester Programs

Calendar: Semester 2010-11 and thereafter (non-remedial students)

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A Student Must Have Accrued at Least This Many Credits	0	6	15	27	39	51	66	81	96	111
With At Least This Grade Point Average	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

Note: The 2010-11 enacted NYS budget mandates the following standards of progress, enacted in 2006-07, shall be used for non-remedial students who first receive State aid in 2007-08 through 2009-10 and for students who meet the definition of “remedial student” in 2010-11 and thereafter. The enacted budget defines remedial for purposes of SAP.

Undergraduate Level Semester Programs

Calendar: Semester Calendar 2006-07, 2007-08 through 2009-10 and 2010-11 and thereafter remedial students (if student’s first award was in 2010-11 and thereafter, and he/she does not meet the definition of a remedial student, see charts for non-remedial students)

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A Student Must Have Accrued at Least This Many Credits	0	3	9	21	33	45	60	75	90	105
With At Least This Grade Point Average	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

Students must meet both the program pursuit requirements and the satisfactory academic progress requirements in each term of payment in order to continue to be eligible. In extraordinary circumstances, a student may be granted a waiver of the minimum requirements. Students are eligible for a waiver only once during their undergraduate career and once during their graduate career. For information about the process of filing a waiver, please contact the Office of the Registrar.

Individuals with Disabilities

Students who are medically diagnosed with a physical, developmental or emotional disability may be eligible for a grant that would help cover tuition, fees and the cost of books. Please contact the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) for more information, or visit their website at www.vesid.nysed.gov.

ST. JOSEPH’S COLLEGE UNDERGRADUATE FINANCIAL AID PROGRAMS

Criteria for scholarship eligibility and application procedures are available on request. Eligibility for scholarships is based on a combination of factors: GPA, SAT/ACT scores, NYS Regents (if applicable), rank in

class and contributions to school and community through activities and service. Some scholarships and grants are based on need as established from the results of the submission of a FAFSA.

Board of Trustees Scholarship

Entering freshman with an outstanding record of academic achievement will be considered for this four-year full-tuition award.

Blanche A. Knauth Scholarship

Entering freshman female students who demonstrate outstanding academic promise and financial need will be considered for this full-tuition award.

Sister George Aquin O'Connor Scholarship

Any entering freshman student with an outstanding academic record will be considered for this full-tuition award.

Presidential Scholarship

Entering freshman students with outstanding academic achievements on the SATs will be considered for these full-tuition awards. A minimum high school average of 92 and a minimum combined critical reading and math SAT score of 1150 will be considered.

Dean's Scholarship

Entering freshman students with a minimum high school average of 90 and a minimum combined critical reading and math SAT score of 1100 or higher will be considered for this \$12,000 award.

Scholastic Achievement Award

Entering freshman students with a minimum high school average of 85 and a minimum combined critical reading and math SAT of 1000 will be considered. Essay portion of SAT will be considered for placement. These four year awards range from \$6,000-\$9,000 per year depending on academic qualifications.

Academic Achievement Scholarship

Entering transfer students with a minimum 3.0 cumulative GPA will be considered for this award. Scholarships range from \$5,000-\$8,000 per year depending on academic qualifications.

Incentive Grant

Entering freshmen will be considered for a grant in the amount of \$5,000 per year if they meet all admissions requirements and achieve a minimum high school average of 85 or a minimum combined critical reading and math SAT score of 1000. Amount of award depends on academic qualifications.

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Housing Grant

Entering freshmen who are out of state residents will be considered for a \$5,000 grant, which will be applied toward their housing payment at our designated off-campus housing facility. Academic performance will be a major consideration in the awarding of this grant.

Alumni Grant

Entering students who are sons and daughters of SJC alumni are considered for this award. If funding permits, other relatives of alumni may be considered. The amount of this grant varies and is determined and awarded on a yearly basis. An application is required and must be submitted to the Director of Alumni Relations. A separate application, available at www.sjcny.edu, must be submitted each year by March 1. Alumni grants are determined by the Alumni Association Scholarship Committee.

Two in Family Grant

If two or more siblings of a family are enrolled as full-time undergraduate students at SJC, a \$500 per year grant will be awarded to the eldest student. If twins or spouses are enrolled as full-time undergraduate students, they will each be awarded \$250 per year. If a parent and a child are enrolled as full-time undergraduate students, the parent will be awarded the \$500 grant.

Other SJC Grants

Grants are determined on the basis of financial need, academic promise, special interests and availability of funds.

ST. JOSEPH'S COLLEGE GRADUATE FINANCIAL AID PROGRAMS

Alumni Graduate Academic Excellence Award

St. Joseph's College graduates who completed their bachelor's degree with a final cumulative GPA of 3.4 or higher, and who are admitted to a Graduate Program at St. Joseph's College may be eligible for the one-credit SJC Alumni Graduate Academic Excellence Award. Eligible students are entitled to a one-credit tuition grant in the first fall semester of matriculation as a graduate student. Consult the Office of Admissions for applicable conditions and procedures.

Graduate Alumni Tuition Grant

Students who earned their bachelor's degree from St. Joseph's College and who are enrolled in a Graduate Program at St. Joseph's College may be eligible to receive a three or six credit tuition grant.

Students eligible for a six-credit grant are entitled to a three-credit grant in the fall semester and a three-credit grant in the spring semester of their last year. If students are eligible for a three-credit grant, the grant will be awarded in the last semester (excluding summer). Consult the Office of Admissions for applicable conditions and procedures.

Save Time Save Money

Undergraduate students who are accepted into the Graduate Management Studies program can get a head start on an SJC graduate management degree—MBA, MBA in Accounting, MBA in Health Care Management or MS in Management (with concentrations in Organizational Management or Health Care Management or Human Resources Management) by taking graduate courses that would satisfy their undergraduate and graduate degree requirements at the same time. The maximum number of SJC graduate credits that can be taken is six. These graduate credits are billed at the undergraduate tuition rate. This opportunity is restricted to seniors who have met certain requirements. Additional information can be obtained from an academic advisor.

VETERANS INFORMATION

Veterans and Children of Deceased Veterans

St. Joseph's College is fully approved by the New York State Education Department as well as other agencies for college level education programs for veterans under federal and state laws. For more information on these programs, please visit the Department of Veterans Affairs website at www.va.gov.

Because this is a two-year catalogue, some information may be out of date. Students with questions concerning financial aid should contact the Office of Financial Aid at (718) 940-5700 for the Brooklyn campus and (631) 687-2600 for the Long Island Campus.

Scholarships and Grants at St. Joseph's College are underwritten in part by the following sources:

The Edith & Frances Mulhall Achilles Memorial Fund
The Gregg & JoAnne Alfano Endowed Scholarship Fund
The Dion Arroyo Endowed Scholarship Fund
The Sheila Baird Scholarship
The Richard Barry Endowed Scholarship Fund
The Sister Margaret Buckley Scholarship Fund
The Sister Mary Florence Burns Scholarship Fund
The Mary Butz Endowed Scholarship Fund
The Louis Calder Scholarship
The Rosemary S. Chapman Memorial Scholarship Fund
The Class of 1964 Endowed Scholarship Fund
The Con Edison Math & Science Endowed Scholarship Fund
The Frances Partridge Connor Scholarship
Contributed Services – Sisters of St. Joseph
The Rt. Rev. William T. Dillon Memorial Scholarship Fund
The Thomas A. Doherty Scholarship Fund
The Marygrace Calhoun Dunn Scholarship Fund for the ACES Program
Patricia A. Dyon Endowed Scholarship Fund
The Sister Marie Clotilde Falvey Endowed Scholarship Fund
The James Farrell Endowed Scholarship Fund
The Margaret M. Farrell Endowed Scholarship Fund
The Drs. James Aloysius Gibson & Patricia Brozinsky Scholarship Fund
The Agnes Woods Gill Endowed Scholarship Fund
The Elizabeth M. Gimblet & Denis F. Gimblet Memorial Scholarship Fund
The Emilia Longobardo Govan Endowed Scholarship Fund
Graduate Management Studies Leadership Scholarship Fund
The Sister Joseph Damien Hanlon Endowed Scholarship Fund
The Laura W. Heiden Memorial Scholarship Fund
Dr. Mary J. Huschle Endowed Scholarship Fund
The Dorothy & Bernard Kennedy Scholarship Fund
King Kullen Grocery Co., Inc.
The Blanche A. Knauth Endowed Scholarship
The Anne Buckley McAssey Scholarship Fund
The Margaret Welch McDermott Nursing Scholarship
The Linda Morgante Nursing Scholarship
The Eileen Mulcahy Endowed Scholarship Fund
The Mary St. John Murphy Endowed Scholarship
Edna Hall Murray Endowed Scholarship Fund
The Rosemary O'Halloran Scholars
The Sister George Aquin O'Connor Endowed Scholarship Fund
The Annie O'Rourke Endowed Scholarship Fund
The Kathleen Dorothy Beck Panoff Endowed Scholarship Fund
The Doris Oshinski Powers Endowed Scholarship Fund
The Gilbert Rivera Scholarship Fund
The Erminia Rivera Scholarship Fund
The Sister Joseph Immaculate Schwartz Endowed Scholarship Fund
The Nicholas Scoyni Endowed Scholarship Fund
The Stanley & Grace Spinola Endowed Scholarship Fund
Town of Brookhaven Industrial Development Agency Endowed Scholarship Fund
The Janet Prendergast Vickrey Memorial Scholarship Fund
The Thomas Wendt Scholarship Fund
St. Joseph's College Alumni Scholarships

STUDENT LIFE

In keeping with the College's objective of educating the whole person in an environment which permits the student to grow through self-direction and responsibility, the administration and faculty have granted the students a high degree of control over extra-curricular programs and activities. Moreover, the College Governance structure, especially through elected student representation on the College Advisory Council, encourages students to participate in college policy-making.

The College has a long history of faculty-student cooperation. It is hoped that the sharing of mutual concerns, ideas, and problem-solving will enhance students' emotional maturity and leadership skills.

The student who is admitted to St. Joseph's College accepts the requirements and regulations stated in the College Catalogue and the Student Handbook, including the statement on Rights and Responsibilities, the Student Code of Conduct, and the Student Grievance Procedures. The College reserves the right to initiate due process for the dismissal of a student who fails to meet these standards.

DEAN OF STUDENTS AND STUDENT LIFE

The Dean of Students and Student Life's Office is committed to supporting a vibrant and diverse campus community. The Dean of Students and Student Life is responsible for the planning, development, coordination and supervision of programs, services and activities outside the classroom.

The Dean serves as coordinator for the following: The Offices of Student Activities and Co-Curricular Programs; Residence Life; Career Development, Wellness and Disability Services; Orientation; Judicial Affairs; Clubs and organizations; Athletics; Campus Ministry and Health Services.

The Dean of Students acts as the chief student advocate and assists students who are experiencing problems, personal or otherwise, during their college career. The office is located on the first floor in the Student Life Suite in Tuohy Hall.

STUDENT LIFE

Student life, under the direction of the Dean of Students, is designed to create a climate in which students, while developing academically, can at the same time be encouraged to recognize and utilize their potential in every facet of their lives. Each of the activities provided is in some way designed to further the development of the student as a whole person and good citizen.

OFFICE OF STUDENT ACTIVITIES AND CO-CURRICULAR PROGRAMS

This office is the center for co-curricular activities. Under the direction of the Dean of Students and the Assistant Dean of Students, a wide range of cultural, social and educational programs are offered.

New Student Orientation

Prior to the opening of each semester, a time is set aside for the orientation of new students. The program is planned to facilitate the adjustment to college life and includes conferences, course registration, career interest services, and social activities. Orientation is continued during the year through the Faculty Advisement Program as well as through activities, lectures, meetings with the academic departments and Orientation Leaders, and the Freshman Year Experience.

Student Government

The Student Government Association (SGA) is composed of all students who pay the prescribed student activities fee. It is vested with all the powers granted by the faculty to the student body. The Senate, the legislative body, under the leadership of the Executive Board, supervises all activities of the student body. It approves the annual budget drawn up by the Budget Committee and authorizes the expenditure of the

remaining funds; it admits new organizations to the SGA and approves the constitutions of all clubs and committees under its jurisdiction.

Student Activities

Students at St. Joseph's enjoy the intimacy of a small college and the advantages of the many cultural and recreational facilities of a large metropolitan city. Within the College, clubs and social affairs are initiated by the students according to their interests. Some of the more popular organizations are the Athletic Association, Dramatics, and Campus Activities Board. Social events include parties, athletic events and the annual Dinner Dance.

Health

To be in compliance with New York State law and the regulations of the New York State Department of Health, all students born after January 1, 1957 must submit documentation of immunization against measles, rubella, and mumps before they may attend class. The medical health form which students receive from the Admissions Office must be filled out by a doctor/health care provider and returned to Admissions. We further request that students make known any serious disability they may have so that, in the event of their sudden illness on campus, we may summon the proper care. This information will not be placed in their permanent records file. The information will be kept on file. Failure to register this information frees the College from any responsibility for special treatment in the event of illness.

St. Joseph's College requires all full-time undergraduate students to carry medical insurance. Students may waive the *college-sponsored plan* by providing proof that they are covered under another comparable medical insurance plan. In addition, all students are covered under a basic accident plan which carries a small mandated fee. Information is available through the Office of Student Life.

Health Services Office

The Health Services Office meets the health-related needs of St. Joseph's College students and prepares them for lifelong wellness through educational workshops and outreach.

Campus Security

Information on campus security procedures is provided in a brochure distributed to all members of the college community. The U.S. Department of Education maintains a crime statistics web site: <http://ope.ed.gov/security>. To access data, go to the web site and click on "Get data for one institution/campus." Type in name of institution—saint josephs college—(no apostrophe used). Enter "Brooklyn" for institution city. The crime statistics will follow.

Spiritual and Religious Development

The Office of Campus Ministry seeks to instill in the life of the college its core values, which are integrity, service, social responsibility, intellectual and spiritual values. Through our community outreach and reverence for the sacred, Campus Ministry participates in the creation of a world with respect and dignity for all. Faculty, staff, and students are invited to participate in ecumenical services, Eucharist celebrations, film discussions, lectures, as well as outreach services to local and global communities in need, and fundraising activities for charitable organizations. Participation in all religious services is optional. The services of campus ministers of different faiths are available.

Credit for Co-Curricular Activities

Students may earn 1/2 academic credit per semester for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty: Chapel Players (Dramatics), Choral Society, Dance Club, Jazz Ensemble, and Yearbook. For Varsity Athletics, students may earn 1/2 credit per season for a total of two credits. The Moderator of each activity will provide details.

OFFICE OF CAREER DEVELOPMENT, WELLNESS AND DISABILITY SERVICES

The Office of Career Development, Wellness and Disability Services provides free services that allow students to speak with a counselor in a non-judgmental environment about various issues ranging from personal concerns to planning future career paths. The office assists students by providing the following services:

Personal Counseling

During their college years, students sometimes encounter obstacles in their lives that may impede their academic progress. A psychologist and counselors are available to meet with students on an individual basis to help them explore their thoughts and concerns in a confidential environment.

Career Counseling

Career counseling is provided to students who wish to explore occupational interests through the career library, in-house publications and Internet access. Services include resume and cover letter assistance, interview preparation, internship coordination, employment search and graduate school information.

Internships

The Office is the first step to obtaining information about internship opportunities. If students wish to receive credit for internship placement, they must go through the department chairperson of their major.

Graduate Study Information

The office is a resource for graduate school information, including catalogs, program offerings and educational workshops. Information is available about qualifying examinations such as MCAT, GRE, LSAT and GMAT. Consultation is also available through departmental offices.

Services for Students with Disabilities

The main objectives of the Office are to:

- Ensure students with disabilities equal access to all programs and services at St. Joseph's College
- Record appropriate accommodations based on documented disabilities
- Encourage independence by teaching students self-advocacy skills
- Assist students with transferring skills learned in the classroom to settings outside of the classroom
- Serve as a liaison and resource for the faculty and staff to facilitate awareness and appreciation for students with disabilities.

Academic Counseling

Although the Academic Dean is primarily responsible for the supervision of the academic climate and development of students, chairpersons and members of the departments, the faculty advisors, and the Office of Career Development, Wellness and Disability Services also provide academic counseling.

The Wellness Center

The Wellness Center provides a range of services and programs that support the holistic development of all students in body, mind and spirit. The mission is to provide counseling and psychological services to St. Joseph's College students in order to support their emotional, social and psychological well-being.

Alumni Mentoring Program

The St. Joseph's College Alumni Mentoring Program provides an opportunity for students and alumni to connect and develop a mentoring relationship. The program is designed to enhance the college experience by allowing students the chance to network with alumni from a variety of professions. The program is intended to give students a better understanding of how their educational experiences relate to their career choices. Alumni, in turn, can serve as role models and provide guidance and direction.

ACADEMIC LIFE

The administration and faculty recognize the college years as particularly crucial in the personal development of each student. A strong liberal arts program provides a humanistic reference point from which students can explore contemporary issues, moral values, and career opportunities. Through the study of influential ideas and actions, and through interchange with faculty and other students, each student has the opportunity to grow not only intellectually but as a total person. The synthesis, of course, rests with the student.

Students are encouraged to take advantage of the opportunities in a small college for extra-curricular involvement and committee participation, as well as for ongoing dialogue with faculty in the major department. In this way, students can help to create the ambience of their academic lives.

The academic year consists of the fall and spring semesters, and optional summer session and intersession in January. The Calendar appears at the beginning of this catalogue.

DEGREE PROGRAMS

St. Joseph's College offers the following degree programs, which are registered with New York State Education Department.

BACHELOR OF ARTS in Biology, Chemistry, Child Study, Criminal Justice, English, History, Human Relations, Mathematics, Psychology, Social Science, Spanish, Speech. Students applying for the B.A. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 90 of which must be in the liberal arts. Those who wish to teach on the elementary or secondary level will also follow the programs approved for teacher certification.

BACHELOR OF SCIENCE in Biology, Chemistry, Mathematics, Computer Information Systems, and Medical Technology. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts. Those who wish to teach on the secondary level will also follow the programs approved for teacher certification.

BACHELOR OF SCIENCE in Business Administration. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Marketing. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Business Administration with a major in Accounting. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Public Accountancy. This program leads to a double major in Accounting and Business Administration and prepares for the C.P.A. exams. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 150 credits, at least 60 of which must be in the liberal arts.

DUAL BACHELOR OF SCIENCE in Business Administration with a major in Accounting and **MASTER OF BUSINESS ADMINISTRATION** in Accounting. This 152-credit program stresses both the study of graduate accounting topics and the development of managerial effectiveness. It

satisfies the education requirements for C.P.A. licensure and is registered with the New York State Education Department, Office of the Professions.

BACHELOR OF SCIENCE in Recreation. Students applying for the B.S. in Recreation must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

BACHELOR OF SCIENCE in Community Health and Human Services, General Studies, Health Administration, and Organizational Management. Administered by the School of Professional and Graduate Studies, these degree programs are designed especially for adults with non-traditional academic backgrounds or with professional training and experience. Of the 128 credits required for the degree, at least 60 must be in the liberal arts. The degree program in Organizational Management is also offered in an online format.

BACHELOR OF SCIENCE with a major in Nursing. Administered by the School of Professional and Graduate Studies, the nursing degree program, accredited by the National League for Nursing Accrediting Commission, is designed specifically for registered nurses. The curriculum consists of 128 credits, which includes lower-division course requirements and upper-division courses. At least 60 credits must be in the liberal arts.

For details concerning programs administered by the School of Professional and Graduate Studies, contact the school at:

St. Joseph's College
245 Clinton Avenue
Brooklyn, N.Y. 11205
(718) 940-5800

or

St. Joseph's College
Long Island Campus
155 W. Roe Boulevard
Patchogue, N.Y. 11772
(631) 687-4501

For all bachelor's degrees, a cumulative index of 2.0 is required, as well as an index of 2.0 in the major (higher, if so indicated by the major department.)

For all master's degrees, a cumulative index of 3.0 (B) is required.

MASTER OF ARTS in Literacy and Cognition. The program addresses the challenges of teachers in the area of Literacy and Cognition. The 36-credit program consists of 12 credits of core courses and 24 credits of courses that link literacy instruction to the New York State Learning Standards on the level of birth through grade six. This part-time program leads to New York State Certification in Literacy–Birth to Grade 6.

MASTER OF SCIENCE in Management. Administered by the School of Professional and Graduate Studies, the 36-credit curriculum consists of a 24-credit core in Management plus a 12-credit concentration in Organizational Management, Health Care Management, or Human Resources Management. *See Executive Master of Business Administration.*

MASTER OF SCIENCE in Human Services Leadership. Administered by the School of Professional and Graduate Studies, this 30-credit program provides professionals with a comprehensive experiential learning education that focuses on developing leadership competencies relevant to the human services field.

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION. Administered by the School of Professional and Graduate Studies, this 36-credit program allows students with substantial work experience to apply graduate-level management and financial theory to workplace issues and problems. This program is also offered in the distance education format.

MASTER OF BUSINESS ADMINISTRATION in Accounting. Administered by the School of Professional and Graduate Studies, this 36-credit program stresses both the study of graduate accounting topics and the development of managerial effectiveness. This program satisfies the education requirements for C.P.A. licensure in New York State and is registered as a licensure-qualifying program with the New York State Education Department, Office of the Professions.

MASTER OF BUSINESS ADMINISTRATION in Health Care Management. This 36-credit program is designed to provide health care professionals with a comprehensive management education that focuses on current issues in the health field.

MASTER OF BUSINESS ADMINISTRATION in Health Care Management with a Concentration in Health Information Systems. This 36-credit program is designed to develop students' expertise in the planning, development, and implementation of health information systems. The concentration focuses on how Health Information Systems can improve the delivery of health care with the latest methods and technologies for the collection, organization, use, and evaluation of health care information.

MASTER OF SCIENCE with a major in Nursing. This is a part-time, cohort-based program that can be completed in seven semesters of study. The program offers a choice of two concentrations: Clinical Nurse Specialist in Adult Health or Nursing Education. All students will also be required to complete successfully a comprehensive examination with a grade of B or higher to graduate. The program is registered with the New York State Education Department, Office of the Professions.

CORE CURRICULUM

A new Core Curriculum is being introduced for freshmen entering the College in September 2011. Continuing students will follow the Core Curriculum in the 2009-2011 Catalogue.

Transfer students entering in 2011 will follow the Core Curriculum as outlined in the 2009-2011 catalogue, except for students entering with fewer than 15 transfer credits. These transfer freshmen will follow the new Core Curriculum.

For information about courses that fulfill requirements of the new Core Curriculum, see the ***Core Curriculum Guide 2011***.

2011 Core Curriculum

Common Learning Area

The **St. Joseph's College Core Curriculum** includes two courses which form the basis for the general education program. The courses in this ***Common Learning Area*** are designed to improve student writing and communication skills and to introduce first-year students to college-level academic work and the college experience at St. Joseph's College through a topic-based seminar and a required First Year Experience Program.

ENG 103 - Writing for Effective Communication

Analysis and application of the principles of effective writing. Skills developed in the performance of various writing tasks. Research techniques are also implemented.

SJC 100 - The Freshman Seminar FYE – First Year Experience

A seminar course for all first year students which will introduce them to the academic world of college and, along with the required **First Year Experience Program (FYE)**, will serve to engage students in the college experience at St. Joseph's. Each course section will focus on a unique and engaging topic related to the discipline or avocation of the instructor and may also incorporate interdisciplinary themes. This course will offer a laboratory experience of careful and critical reading, writing to learn, research skills, and cooperative classroom activities.

Thematic Learning Areas

The **St. Joseph's College Core Curriculum** includes courses which represent the areas of human knowledge and culture deemed essential for a liberal education—that is, for free men and women who must assume responsibility for directing their own lives and contributing to national and international decisions. By grouping the courses into five broad ***Thematic Learning Areas***, the College has indicated the relationships among the various disciplines and the importance of an interdisciplinary approach to the study of the liberal arts and sciences.

In order to ensure balance across the disciplines, students may offer no more than two courses from any particular discipline toward the requirements of the Thematic Learning Areas of the core.

QUEST FOR MEANING

Students are required to take two courses in this area.

Rationale: Some questions transcend our specific culture and are deeper and broader than a focused preparation for a career. They invite us to engage in a sustained practice of self-reflection in community with others on things that matter to us as human beings in the world.

Description: Course offerings in this area examine various human attempts to understand the nature of such values as truth, beauty, goodness, justice, and love; and invite students to engage in a systematic examination of such core human questions as: Who am I? Why do I exist? What can I know? How can I be a good person? For what can I hope? And even to question these questions.

Outcome: Students will be able to formulate and articulate their own view of the meaning of human existence, morality and the “good life.” Students should achieve a working knowledge of some of the ways in which humans have approached these big questions and attempted to answer them.

GLOBAL PERSPECTIVES

Students are required to take two courses in this area.

Rationale: Openness to the exploration and understanding of diverse ideas, traditions, and cultures, coupled with an appreciation of problems that transcend national boundaries, will supply students with a strong background for working in a global economy, for living in a multicultural society and for making intelligent decisions as global citizens.

Description: Course offerings in this area are designed to broaden the perspective of the student to include knowledge of world cultures, traditions, and peoples facilitated by the study of a range of global topics presented in courses from diverse disciplines.

Outcome: Students will develop sufficient cross-cultural literacy to engage effectively the global community with sensitivity and open-mindedness. To that end, students will demonstrate an understanding of the world’s peoples and culture, of the forces that bring peoples and cultures together, and demonstrate the ability to work collaboratively with people of diverse backgrounds.

SELF & SOCIETY

Students are required to take three courses in this area: one history course and two courses in two different areas of the social/behavioral sciences.

Rationale: No woman or man is an island. Each life exists within the wider context of the human community. Moreover, the story of each generation finds its place within the ever unfolding saga of human experience.

Description: Course offerings in this area seek to understand the

person within these broad communal and temporal horizons. They examine the reciprocal relationship between the individual and society, situating personal dynamics within a study of the prevailing social, political and economic realities and a historical understanding of how those factors came to be.

Outcomes: Students will be able to demonstrate familiarity with some basic concepts and methodological principles in at least two of the social and behavioral sciences and will likewise be able to show that they are conversant with certain essential aspects of the historical method and perspective.

THE MATHEMATICAL, PHYSICAL, & NATURAL WORLD

Students are required to take three courses in this area including one mathematics course and one lab science course.

Rationale: Understanding our physical and natural world and the ability to think analytically are core components of being an educated person. Hypothesizing and testing the rules that govern the workings of the physical and natural world are the essence of empirical science. Deducing the rules that govern an abstract construct lies at the heart of mathematics. Together, these processes comprise analysis. These important skills can be applied in other disciplines and other aspects of their lives.

Description: Course offerings in this area invite students to engage in critical thinking and problem solving in the realm of science and mathematics. These courses will provide students with the skills that will enable them to interact effectively with the physical and natural world of the sciences and the abstract world of mathematics.

Outcomes: Students will be able to use scientific and inquiry methods when working with mathematics and scientific information and use appropriate mathematical and scientific instruments and technology. They will also develop their ability to solve multi-step problems and construct logical arguments and demonstrate a proficiency in organizing, analyzing, synthesizing, and evaluating quantitative and qualitative information.

HUMAN EXPRESSION

Students are required to take two courses in this area.

Rationale: Imagination, resourcefulness, and the willingness to understand and communicate the human experience through a variety of perspectives and voices are critical capabilities in the modern age.

Description: Course offerings in this area develop an understanding of humankind through a wide range of literary, cultural, and aesthetic expressions. Students will also acquire skills to express themselves artistically and verbally and to appreciate the range of artistic expression throughout the human community.

Outcome: Students will demonstrate an ability to articulate their views and ideas creatively and will develop an understanding and appreciation of the diversity of such creative expressions.

Integrated Learning Areas

In support of the College's mission to provide a strong academic and value-oriented education, the **St. Joseph's College Core Curriculum** includes courses and experiences in five **Integrated Learning Areas**. These areas are designed to build intellectual skills and abilities (Writing Intensive and Technology Integrated), to enhance the connections among and between the various academic disciplines and co-curricular life (Learning Communities and Service & Experiential Learning), and to foster an environment of openness to the exploration and understanding of diverse ideas, traditions, and cultures (Diversity Integrated).

Students can fulfill the requirements¹ of these Integrated Learning Areas through courses in the thematic areas of the core, the major, or electives, as well as through certain approved co-curricular activities.

WRITING INTENSIVE

Students are required to complete two courses in this area, one before the senior year.

Rationale: Given the multiple ways students use writing to communicate, we believe that teaching writing across a range of practices — academic, creative, and professional—should encourage students to understand the role writing plays in academic life and beyond.

Description: Course offerings and experiences in this area will shape students into strong writers by developing their critical and creative reading, thinking, and writing abilities associated with expression and composition.

Outcome: In addition to improving basic writing skills, students will be able to use writing and reading for critical thinking and creative expression.

TECHNOLOGY INTEGRATED

Students are required one experience in this area. Each experience will include at least three (3) technology areas.

Rationale: Technology touches every aspect of our lives and enables us to interact globally as well as locally. A well-educated person needs technological skills to continue to learn, to communicate, to excel and to be productive in an ever-evolving digital world.

Description: Course offerings and experiences in this area will develop the students' ability to adapt, navigate and become proficient in at least 3 technological areas: communication and collaboration, creativity and innovation, critical thinking, problem solving, decision making, digital citizenship, technology concepts and digital tools.* These areas are fluid in nature and thus students' experiences will reflect the constantly changing technologies, applications and systems in our global society.

¹The Integrated Learning Areas of the General Education program will be introduced gradually with those entering in 2011 needing to complete 3 areas, those entering in 2012 needing to complete 4 areas and those entering in 2013 needing to complete all 5 Integrated Learning Areas.

Outcome: In addition to developing their basic technological skills (e.g. using email, word processing and presentation tools, and doing research, etc.), students will be able to demonstrate critical and technological thinking in order to locate, organize, create, evaluate, analyze, synthesize and ethically utilize information from a multiplicity of sources and media.

SJC LEARNING COMMUNITIES

Students will complete one experience in this area.

Rationale: Achieving our goals often requires that we exchange ideas with others, have successful interactions, and know how to move forward with others in a constructive way. Whether one is in the field of academia, endeavoring to be an active citizen, or developing a career, acquiring the ability to learn from and with others are important skills. To these ends, shared learning experiences provide a framework for engaging the social and collaborative nature of knowledge.

Description: Course offerings in this area emphasize cooperative learning experiences that link courses, curricular material, faculty, or student with the aim of promoting deep learning and engagement with other members of the College community.

Outcomes: Students will demonstrate an appreciation of how interdisciplinary and community learning experiences contribute to the integration of knowledge, enhance the value of a liberal arts education, and offer deeper understanding of the material they are learning through more interaction with one another and their teachers as fellow participants in the learning enterprise.

SERVICE & EXPERIENTIAL LEARNING

Students will complete one experience in this area.

Rationale: Connecting academic work to experiences outside the classroom will provide students with opportunities to practice and apply theoretical constructs, ideas and skills that foster professional and personal intellectual maturity.

Description: Course offerings or activities in this area may include a variety of options designed to supplement and complement the purely academic and theoretical. Structured experiences will encourage educational interaction and participation in supervised and collaborative ventures that will identify specific learning goals that promote the development of knowledge, skills, and dispositions associated with the liberal arts and the professions.

Outcomes: Students will learn the value of service and/or experiential learning through interactive experiences and reflections within “real-world” contexts. These experiences will encourage students to forge a link between theory and practice, while clarifying students’ connections

*Adapted from the National Educational Technology Standards for Students, Second Edition, © 2007, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved.

to their local and global communities. Students will thus come to recognize the value of and need for ongoing inquiry, analysis, and evaluation.

DIVERSITY INTEGRATED

Students will complete one experience in this area.

Rationale: The liberal arts tradition should prepare students for lives of integrity, social responsibility, and service, in an environment that acknowledges the worth of all individuals, values cooperation, and incorporates the diverse concerns of dissenting voices. This core requirement prepares students to understand more fully issues and questions raised by living in a diverse society.

Description: Course offerings in this area are designed to: incorporate elements related to a variety of human differences; explore the differences among various groups and forms of human expression in our society; examine the richness and strengths of complex, heterogeneous societies, while confronting the intolerance, inequality, and conflict that often accompany diversity. Courses will, in a substantial and rigorous manner, analyze topics and issues related to these aspects of diversity throughout the course.

Outcome: Students will be able to articulate the contributions and challenges of diverse peoples. They will demonstrate an understanding of critical issues pertaining to diversity and will be able to recognize and scrutinize the way institutional power structures influence such phenomena as marginalization and oppression as well as social and economic integration.

MAJORS

Each student develops depth by choosing one of the major academic areas for intensive study. Under the guidance of a departmental advisor, the student will select courses for a total of at least 30 credits in accord with departmental requirements. (N.B. In some instances, courses offered to satisfy the core requirements may also be offered toward the major.)

ELECTIVES

In addition to the core curriculum and major area, students also choose courses which support their majors, broaden their interests, or advance their educational and career goals.

MINORS

Some students have a number of free electives. These may be used to develop a minor, a second area of specialization. A minor requires the successful completion of 18 credits or six courses; specific requirements

are listed in the departmental section of the catalogue. Minors are not required for graduation.

CERTIFICATE PROGRAMS

These programs offer students the option of combining courses in their major field and/or electives in order to develop knowledge and skill in a particular area oriented to a career interest. Students may wish to consult the catalogue sections on Certificate Programs.

PLANS OF STUDY

Liberal Arts Programs. A broad general education, including core curriculum, major field, and electives, is still considered the best possible preparation for life. The intellectual skills involved help the student to develop the adaptability needed in a rapidly changing society. This educational program may be combined with career orientation for one of the following professions.

Medicine and Dentistry

Those students who are interested in applying to schools of medicine or dentistry are advised to meet the requirements of the American Association of Medical Colleges or the American Dental Association. The basic requirements of these schools include one year each of English, general biology, general chemistry, organic chemistry, physics, and mathematics. Some schools have other specific requirements.

Although any major is acceptable if these requirements are met, pre-medical students are usually advised to major in biology or chemistry in order to assure the firm foundation in the sciences which will be required in their future work. They will be assisted by the Health Professions Committee in planning their program in the light of their individual interests and of the schools to which they intend to apply.

Health-Related Professions

Students interested in physical therapy, occupational therapy, and other health-related professions may choose to pursue these fields after receiving their bachelor's degree. They are responsible for learning the requirements for admission to these programs. The Health Professions Committee assists students in course selection.

Business

For students who plan to enter the world of business, there are two possible routes. The first is to major in Business Administration, Accounting or Marketing. The Chairperson of the Business Administration and Accounting Department advises students planning a career in Business. The second route is to major in one of the liberal arts or sciences for the Bachelor of Arts degree and to take an additional sequence in Business. (See certificate programs, page 234.)

Teaching

Early Childhood, Childhood, and Special Education. A liberal arts course of study including the core curriculum, Child Study major, area of concentration, and electives, for students who wish to prepare to teach in early childhood, childhood, early childhood with disabilities, or childhood with disabilities. To follow this program, which has been approved for teacher certification in four areas by the New York State Education Department, students should elect Child Study as a major before the completion of the freshman year. At the same time, they should choose an area of concentration of 30 credits (English, History, Human Relations, Mathematics, Psychology, Science, Social Science, Sociology, Spanish, or Speech).

This plan, which is under the direction of the Chairperson of the Child Study Department, provides students with the opportunity for observation and practicum experiences in the Dillon Child Study Center, and for student teaching at the elementary level and in special education.

Adolescence Education. A liberal arts course of study, including the core curriculum, the major, and electives for students who wish to prepare to teach on the secondary level (grades 7-12). They follow a program which has been approved for teacher certification by the New York State Education Department. The sequence of courses, including student teaching, necessitates that students select this plan early in their college careers. This plan is under the direction of the Chairperson of the Education Department.

Teacher Education Program Statistics. The pass rates for St. Joseph's College students taking the New York State Teacher Certification Examinations in 2009-2010 are as follows. Of the 63 students who took the ATS-W (Assessment of Teaching Skills-Written), 63 passed, for a pass rate of 100%; the statewide pass rate was 100%. Of the 62 students who took the LAST (Liberal Arts & Sciences Test), 62 passed, for a pass rate of 100%; the statewide pass rate was 99%. Of the 51 students who took the academic Content Specialty Tests, 51 passed, for a pass rate of 100%. Of the 40 students who took the Students with Disabilities test 36 passed, for a pass rate of 90%; the statewide pass rate was 92%. Of the 10 students who took the Literacy test, 10 passed, for a pass rate of 100%; the statewide pass rate was 99%. The summary total pass rate for 63 students was 100%; the statewide pass rate was 94%. The number of program completers for 2009-2010 was 51.

Library Work

Any liberal arts major prepares for graduate work at an accredited library school. For specific requirements, consult the catalogue of the graduate school of your choice.

Law

Students interested in studying law may select any major which will assist them to develop their capacity for comprehension and expression in words, for critical understanding of the human institutions and values with which the law deals, and for creative power in thinking. A Pre-Law Committee advises students.

Social Work

Those desiring social work as a career often choose Sociology or Psychology as a major. However, no specific major is required for admission to graduate programs as long as there is a concentration in the behavioral and social sciences. Within the Sociology Department, there are two courses which are recommended to interested students. One is an introduction to the field of social work, and the other is a supervised field experience in a social work setting. With a liberal arts background, graduates can qualify as case aides or case workers in many different settings such as probation, social services, and youth services. While employed as case aides, students often pursue graduate study in order to qualify as social workers.

Other Fields

The Chairpersons of Departments will discuss with students career opportunities related to their subject areas.

ACADEMIC ADVISEMENT & PROGRAMMING

Much of the success of our academic program stems from the interest of the faculty in the individual student. Opportunities are provided in the spring term for prospective freshmen to discuss their interests and possible majors with faculty a advisor before drawing up their programs. During the freshman year, all students are assigned to an academic advisor—one from their major field if that is known, or an exploratory advisor if they are uncertain about their plans. Freshmen meet their advisors at least four times during the year to discuss their academic and career goals and to consult regarding their choice of courses at registration. In consultation with their advisors, students assume the responsibility for selecting the courses that will enable them to earn a degree.

The Registrar issues bulletins concerning the procedures and dates for advisement and registration and for declaring the choice of a Major and Plan. Once students have declared a major, the Chairpersons of the major departments become their chief academic advisors. (For Change of Major or Plan, see Academic Policies.)

Although Chairpersons and faculty members are always willing to discuss educational goals and progress with individual students, all undergraduates are responsible for following the directives issued by the Registrar concerning the formal period of advisement and registration. At these times, students should consult their faculty advisors to review their academic and career plans and to discuss their choice of courses for the following term. Ultimately, each student is responsible for choos-

ing and completing courses that fulfill the requirements for a degree from St. Joseph's College.

COURSE LOAD. Full-time students may carry sixteen credits per term. Students beyond freshman year may take up to eighteen credits with the approval of the Major Chairperson. For more than six courses or eighteen credits in one semester, the permission of the Academic Dean is required (See Tuition Policy, pages 17-18.)

PASS/NO CREDIT OPTION. To encourage exploration and experimentation in curricular areas, the faculty has provided that juniors and seniors may take **ONE COURSE PER SEMESTER** or during Intersession or Summer Session on an Index-Free basis (i.e., the grade is not computed in the index). Students may not take more than a total of four courses Pass/No Credit.

Courses required either by core curriculum or by the student's major department, minor, or area of concentration may not be elected on this basis. Students may have the first three weeks of the term in which to notify the Registrar that they wish to take this option (or in the case of a Summer Session or Intersession course, before the fourth class). No changes, either to Pass/No Credit or back to letter grade, may be made after that time. Grades assigned are P or NC (Pass or No Credit).

INDEPENDENT STUDY. Certain courses, indicated in the department offerings as 2 or 3 credits, lend themselves to guided independent study. Because the requirements for the additional credit change the scope or depth of the course, students must register the option at the time of registration.

Several introductory courses provide opportunities for interested students to do independent work. Some advanced courses are structured to encourage students to work independently on individual research.

REPEATED COURSES. A student who receives an unsatisfactory grade in a course specifically required for the degree, for the major, or for a certificate program may request departmental approval to repeat the course. Although the grade of F is the only one for which credit is not given, departments may require a grade of C or better for satisfactory completion of certain departmental requirements. In such cases, the Chairperson may permit the student to repeat a course in order to demonstrate mastery of the subject. Both the original grade and the repeated grade will appear on the transcript. Credit will be given only once for the course, and only the most recent grade will be calculated in the index.

AUDITING COURSES. Matriculated students may audit courses with the consent of the instructor and the permission of the Academic Dean. Non-matriculated students pay the regular tuition for this privilege. No credit is given for audited courses, and no records are kept.

ONLINE COURSES. Several departments offer one or more courses in an online format. The course schedule indicates the online offerings for each semester. Online courses are restricted to sophomores, juniors, and seniors; major departmental approval is required. Only one online course is allowed per semester. The PASS/NO CREDIT option is not allowed. Students must have a minimum GPA of 2.7. Students must have basic computer skills, including word processing and experience using the Internet, and must have access to a PC with Windows XP or higher operating system or MAC 10.5 Leopard.

ACADEMIC SUPPORT SERVICES

THE ACADEMIC CENTER. The Academic Center is located on the third floor of McEntegart Library in Room 306. The Center employs professional tutors to aid students in a range of subjects, most prominently writing skills, accounting, and math. The Center is committed to facilitating the success of all St. Joseph's students and offers free individual, personalized tutoring, as well as group workshops. The Center is open seven days a week, and the schedule is posted. Students can make appointments by calling the Center at (718) 940-5756 or by e-mail academiccenter-brooklyn@sjcny.edu, or students can drop-in.

ACES. The Academic Center for Enhancement Services, ACES, is located on the first floor of St. Angela Hall in the MaryGrace Calhoun Dunne Center. The Center offers a wide range of services to students for whom English is a second language. In addition to offering special courses for a freshman cohort, the Center staff is available to provide individual assistance to students at all levels.

MATH LAB. Entering students who need help in mathematics are offered a special workshop during their first semester. Additional assistance is provided by faculty to students at upper levels.

PEER TUTORING. All students are encouraged to take advantage of the free peer tutoring program. Staffed by qualified students, the peer tutoring program provides individual assistance in most subjects, across the curriculum. To contact a peer tutor, students should call the Dean's assistant at (718) 940-5859 or e-mail her at jlatham@sjcny.edu

Students who seek out the services of the professional tutors at the Academic Center or of the peer tutors find them in helpful in raising their academic standing.

ACADEMIC POLICIES

ACADEMIC INTEGRITY. In common with all colleges and universities engaged in the search for knowledge, St. Joseph's College is committed to high standards of academic honesty. Moreover, as a college whose

motto is “Esse non videri: To be, not to seem,” St. Joseph’s has a long-standing tradition of considering integrity as a primary value.

The College expects students to observe academic integrity in all aspects of their academic life, including the conduct of their examinations, assignments, and research. All members of the college community share the responsibility for creating a climate of academic integrity, based on fairness to others and respect for oneself.

Violations of academic integrity are treated very seriously. Policies and procedures for violations of academic honesty are explained in detail in the **Student Handbook**.

ATTENDANCE. Students are expected to attend regularly and punctually all classes in which they are registered. Because active participation is considered vital to the educational process, class work constitutes 60-75% of the final grade in the course. Students who must be absent for an extended period of time are urged, therefore, to contact the individual professors or the Academic Dean concerning classwork, assignments, and announced quizzes.

At the same time, the faculty recognizes that on occasion students cannot be present. Because the faculty has confidence in the maturity of the student body and recognizes the personal growth which comes through responsible freedom, the faculty has vested all members of the student body with personal responsibility for their attendance.

The faculty wish to emphasize, however, that students are equally responsible with them for creating a climate of inquiry and sharing. True education results only from active involvement in the learning process.

CHANGE OF MAJOR OR PLAN. A student who wishes to change major or plan must obtain, on a form furnished by the Registrar, signatures of the Chairpersons of Departments involved, and of the Academic Dean. Change of major or plan should be effected before the period of programming for the following term.

CHANGE OF SCHEDULE. Once programs have been filed with the Registrar, students may make changes only after consultation with their Advisor. Students will not be permitted to enter courses after the first week of the term. A fee of twenty dollars is charged for each change of program beginning on the first day of the semester, and a fee of twenty-five dollars is charged for late registration. (When the change is initiated by the Committee on Academic Development, there is no fee.)

If a course is cancelled, the students affected will be notified. There is no fee for the change of program.

WITHDRAWAL FROM COURSES. A student who wishes to withdraw from a course in which he or she is registered, should obtain the official form from the Registrar, and follow the procedure outlined. Ordinarily, withdrawal may take place up to the midpoint of the term; thereafter, only for a most unusual reason and with the approval of the Academic

Dean. A fee of twenty dollars is charged. For students on the flat rate, no tuition refund will be made. (See Statement of Costs.) Students are advised to investigate the implications of withdrawing from courses on their eligibility for financial aid.

A student who does not withdraw officially from a course continues on the class register and must satisfy the requirements of the course. A student who ceases to attend a course before the midpoint of the semester will be withdrawn at the end of the semester and will receive a grade of WU. A student who ceases to attend a course after the midpoint will receive a grade of FN (Failure for non-attendance). A student who is failing a course and wishes to withdraw after the midpoint will receive a grade of WF (Withdrew failing).

COURSES AT OTHER COLLEGES. Matriculated students who have reason to take courses for credit at another college, should obtain from the Registrar's Office a form for permission to take courses at another college and follow the directions. The procedures include consultation with the appropriate Chairpersons of Departments and the approval of the Academic Dean. The College reserves the right to limit the number of such courses. Ordinarily students may not take courses for their major or courses required for their major at another college. Upperclass students may not take courses at Junior or Community Colleges.

When the courses have been completed, students are responsible for having an official transcript sent to the Registrar. Although the grades are not entered on the transcript nor included in the cumulative index, no credit will be allowed for a course with a grade below C-. (For Transfer Student Policy, see Admissions.)

ACADEMIC STANDING. St. Joseph's College accepts for matriculation only those students whom the College believes capable of completing the requirements for the degree. Since students may experience difficulty at some point, however, they should consult, early enough in the term for practical assistance, the class instructor and/or the Chairperson of the Department, the Director of Counseling, their Academic Advisors, or any other faculty members. Students are advised to investigate the implications of academic standing on their eligibility for financial aid.

Satisfactory Progress is ordinarily represented by an index of 2.0. Students with indexes below 2.0 are evaluated by the Academic Development Committee. Basing their judgment upon the students' tested potential, previous academic background, and calculated estimation of improvement, the Committee may permit students to continue in the college in good standing, under the guidance of academic advisors, for a stated time, thus giving them a chance to succeed. However, this does not automatically mean that such a student is eligible for financial aid. Such students should consult the Financial Aid section of this catalogue, the Registrar, and the Director of Financial Aid to determine their continued eligibility for financial aid.

At the end of each semester, the Registrar reviews the record of every

student and refers to the Committee on Academic Development those who have failed to maintain an index of 2.0. The faculty members, with the Academic Dean, Director of Counseling, and Registrar as consultants, endeavor to determine the causes of the academic difficulty and recommend adjustments in program for the following term. The faculty members of the Committee serve thereafter as special advisors to those students who have been referred to them.

Full-time students who, at the end of a semester, have not achieved an index of 2.0 or higher may not take more than 12 credits the following semester without special permission. Part-time students may not take more than 6 credits the following semester without special permission of the Academic Dean. Although the Committee on Academic Development reviews each case individually, students who continue to achieve below the required index of 2.0 will be advised to withdraw. Students who have been asked to withdraw may represent to the Academic Dean any relevant circumstances.

REINSTATEMENT. A student who has been asked to withdraw because of unsatisfactory progress may apply to be readmitted to the College. The procedure requires a written request, assessment of previous academic record and of potential, evidence of increased motivation, and approval of the Chairperson of the Major Department and the Academic Dean.

A student who has been reinstated is responsible for finding out the conditions, if any, which must be satisfied in order to obtain financial aid.

EXAMINATIONS. Final examinations are held at the end of each semester. Exceptions to this procedure require the approval of the Dean.

Real emergency such as illness is the only excuse for absence from an examination. A student who is absent from a final examination must call the Registrar on the day of the exam, giving the reason for the absence. Within one week, the student must write to the Academic Dean, stating the reason for the absence and requesting a make-up exam. A fee of twenty-five dollars is required for each late examination. By faculty regulation, a special examination may be given no sooner than one month from the date of the originally scheduled examination. The dates for such examinations are listed on the academic calendar; the hours are specified by the Registrar. Students must take the make-up exam at the time specified. A student who is absent from a make-up exam will receive a grade of zero for the exam.

INCOMPLETE. If a faculty member believes that a student, for a serious reason, should be allowed additional time in which to complete the requirements of a course, the faculty member may file a form with the Registrar to this effect. It is the responsibility of the student for whom such exception has been made, to see that the completed work is submitted to the Registrar **NO LATER THAN** three weeks after the closing date of the semester.

CONVERSION OF INCOMPLETE AND ABSENCE GRADES. All grades submitted to the Registrar's Office with a value of I (Incomplete) or AB (Absence from final exam) or blank grades that have not been changed to a final academic grade by the instructor of the course will automatically be converted to a final grade of F one calendar year after the conclusion of the semester for which the grade was submitted. If the instructor has submitted a grade to be awarded without the missing course work, that grade will then be entered on the student's transcript.

EXEMPTIONS. Students who have achieved a minimal class average of A- in a course may, at the discretion of the professor, be exempted from the final examination in that course.

GRADES AND REPORTS. Transcripts of courses and grades are issued at the end of each term. The final grade in each course is based on the class mark, weighted as 60-75% of the total, and the final exam mark, weighted as 25-40%. Grades are interpreted as follows:

<i>Quality</i>	<i>Grade</i>	<i>Percentage</i>	<i>Quality Points</i>
Excellent	{ A	93.0 - 100.00	4.0
	{ A-	90.0 - 92.9	3.7
Good	{ B+	87.0 - 89.9	3.3
	{ B	83.0 - 86.9	3.0
	{ B-	80.0 - 82.9	2.7
Satisfactory	{ C+	77.0 - 79.9	2.3
	{ C	73.0 - 76.9	2.0
Passing	{ C-	70.0 - 72.9	1.7
	{ D+	67.0 - 69.9	1.3
	{ D	63.0 - 66.9	1.0
	{ D-	60.0 - 62.9	0.7
Unsatisfactory	F	Below 60.0	0.0

*WD Student officially withdraws from a course; no grade penalty.

*WF Withdrew Failing

*WU Unofficial withdrawal before midpoint without penalty

*FN Failure for non-attendance

*See page 54

Pass/No Credit Basis

Pass	P	60 - 100	—
Unsatisfactory	NC	Below 60	—

LEAVE OF ABSENCE. Students who find it necessary to interrupt their studies temporarily may apply for a leave of absence. The procedures are the same as for withdrawal from the College. (See below.) A student who is granted such a leave is considered a matriculated student, although not registered for courses, and may return at the termination of

the leave without reapplying for admission. A leave of absence may be maintained for up to two semesters. A student who wishes to return from a leave of absence must contact the Registrar 6–8 weeks prior to the start of the semester for advisement and registration. A student on leave who does not return after two semesters will be considered to have withdrawn.

WITHDRAWAL FROM THE COLLEGE. Students who plan to withdraw from the College should consult the Academic Dean and then file an official withdrawal form. All financial obligations to the College must be fully paid before a student may withdraw or graduate in good standing. In addition, a student who has received a scholarship or loan must have an exit interview with the Financial Aid Officer. (See Financial Aid Program.) It is important for financial aid purposes that the last date of attendance be officially recorded. The Administration of the College may require the withdrawal of any student whose academic record or conduct is judged unsatisfactory. St. Joseph's College is under no obligation to readmit students who have withdrawn from the College or who have been asked to withdraw.

STUDENT RETENTION AND GRADUATION. Of the 136 students who entered St. Joseph's College (Main Campus) as full-time freshmen in September 2004, 73% were still enrolled in September 2005, 63% in September 2006 and 62% in September 2007. Of the original group, 52% graduated in June 2008 after eight semesters. Additional students graduated in June 2009, bringing the percentage of the original group to graduate to 57%. In June 2010 after 6 years, one additional student graduated; the final graduation rate was 57%. These figures refer only to students enrolled in the School of Arts and Sciences at the Main Campus and do not reflect transfer students who joined the group at a later point. Retention and graduation figures for the Suffolk Campus and for the School of Professional and Graduate Studies are published in their respective catalogues.

HONORS

DEAN'S HONOR LIST. At the beginning of each term, the Dean publishes the names of those students who in the previous academic semester attained an index of 3.65 or higher. Part-time students who attain an index of 3.65 or higher in units of 15 consecutive credits are eligible for the Dean's List and must apply to the Registrar. (All courses in a given semester must be included, even if this brings the total number of credits above 15.) This list is posted on a special bulletin board in the main hall of the College, outside the Dean's Office.

DEPARTMENTAL HONORS AT GRADUATION. A cumulative index of 3.0 and an index of 3.70 in the major field are the minimum require-

ments. The faculty members of the department evaluate and vote on each academically eligible candidate as a person worthy of honors. Departments may limit the number of recipients to a percentage of their graduating majors.

DEGREE WITH HONORS. The degree with honors is the highest accolade. In order to be eligible for a degree with honors, students must have completed 60 credits at St. Joseph's College, not more than 12 of which may be Pass/No Credit. For the degree *summa cum laude*, a cumulative index of 3.90 will be required; for *magna cum laude*, 3.80; and for *cum laude*, 3.70. The required index must be met in two calculated indices: in the four-year cumulative index, including all credits and grades taken at other colleges; and in the last 60 credits taken at St. Joseph's College.

HONOR SOCIETIES

Membership in the honor societies is based on both academic and non-academic qualifications. While the requirement of superior academic achievement is common to all the societies, the nonacademic criteria for admission vary, according to the nature and purpose of the particular society.

Students who are academically eligible for an honor society, i.e., who have the required index, are notified by means of the Registrar's bulletin board. Eligible students must then submit to the Committee on Academic Development an honors application, demonstrating their possession of the specific qualifications required by the honor society to which they are applying. This honors application includes an essay by the candidate, a documented list of activities, and evaluations by faculty and others. The Committee on Academic Development reviews all applications and votes on membership in the honor societies.

SIGMA IOTA CHI

Membership in the College honor society, Sigma Iota Chi-SJC, is based on academic performance as well as upon outstanding personal qualities. These qualities must be reflected, at least in part, in some involvement and/or service in extra-curricular activity at the College during the past academic year. Candidates must be individuals who represent the ideals of St. Joseph's College. Students with an annual index of 3.7 based on grades earned at St. Joseph's are eligible for election to membership in Sigma Iota Chi for one year. Part-time students may request consideration for membership after completing the equivalent of each year's work (30 credits). No students, full or part-time, may receive membership more than four times. A student who holds membership for three years receives the key of the society at Commencement.

KAPPA GAMMA PI

Kappa Gamma Pi is a national honor society for women and men graduates of colleges in the Catholic tradition. St. Joseph's was one of

the original members of this organization. Candidates must have completed seven semesters with honors; i.e., they must be eligible for graduation *cum laude*. (See Degree With Honors, above.) In addition, they must be leaders in extra-curricular campus or volunteer off-campus activities, and must be willing to accept membership, knowing the responsibility for individual leadership in church, civic, and Kappa sponsored activity which membership implies. No more than ten percent of the graduating class may be elected.

DELTA EPSILON SIGMA

Delta Epsilon Sigma is a national scholastic honor society for undergraduates, faculty, and alumni of colleges and universities with a Catholic tradition. St. Joseph's was one of the founding colleges and is headquarters for the Epsilon Chapter. To be eligible for membership, candidates must be persons who have a record of outstanding academic accomplishment, who have shown dedication to intellectual activity, and who have accepted their responsibility of service to others. Juniors and seniors may be considered for membership, provided that they have completed one full year (30 credits) at St. Joseph's and rank not lower than the highest twenty percent of their class in scholarship. No more than fifteen percent of a class may be elected; usually only ten percent may be elected in Junior year.

BETA BETA BETA

Tri-Beta is a national biology professional and honor society. Its program is three-fold, emphasizing the stimulation of scholarship, dissemination of scientific knowledge, and promotion of undergraduate research. To become a regular member of the Theta Iota Chapter at St. Joseph's College, a student must have completed at least 3 semesters of biology (12 credits), have a cumulative GPA of at least 3.0, and have a biology course GPA of 3.0 or better. Transfer students must take at least one course at St. Joseph's College in order to be eligible for election to the society. Service to the Biology Department and high standards of personal behavior are also required.

DELTA MU DELTA

Delta Mu Delta is a national honor society that recognizes business administration students who have distinguished themselves scholastically and who have demonstrated good character and the leadership potential for a socially useful and satisfying career of service. Membership is accorded to undergraduate seniors registered in programs of business administration who have a cumulative index of 3.2 or higher, are in the top 20 percent of their class, and are of good character. (A minimum of 18 credits in business administration must be completed at St. Joseph's College by the time of induction.)

GAMMA SIGMA EPSILON

Gamma Sigma Epsilon is a national chemistry honor society whose founding mission was "to foster a more comprehensive and cooperative

study of that great branch of Science and its immediately allied studies.” The National Society promotes fellowship among professional chemists and scientific exchange in the form of invited lectures and student research presentations. The College chapter emphasizes leadership in science through service to the community and excellence in scientific scholarship and research. To become a member of the chapter, students must be declared chemistry majors and have completed 23 credits of chemistry coursework with a cumulative GPA of at least 3.0.

KAPPA DELTA PI

Kappa Delta Pi, International Honor Society in Education, has as its purpose to foster excellence in education and promote fellowship among those dedicated to teaching. Its mission is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service. To be eligible for membership, undergraduate students must be enrolled in an education program, demonstrate leadership attributes, have completed 60 hours of collegiate work, and have a cumulative grade-point average of 3.5 or greater. Graduate students must demonstrate leadership attributes and completed at least 12 credit hours in education with a cumulative GPA of 3.7 or higher.

KAPPA MU EPSILON: NEW YORK OMICRON CHAPTER

Kappa Mu Epsilon is a national mathematics honor society which recognizes outstanding achievement and service in the field of mathematics, while promoting an interest in mathematics among undergraduate students. It is sanctioned by the Association of College Honor Societies, and chapters are located in select colleges and universities which offer a strong mathematics major. Nominations for student membership are based on scholarship, professional merit, and service. Prospective candidates must have completed at least three semesters of the college course, including a minimum of three college courses in mathematics, of which one must be calculus, with a minimum GPA of 3.0 in all mathematics courses, and an overall class rank in the upper 35% of the class. Transfer students may apply after completing at least one mathematics course at St. Joseph's College, with a minimum grade of B.

LAMBDA PI ETA

Lambda Pi Eta is the national communication honor society sponsored by the National Communication Association. To become a member, a student must have completed at least 60 semester hours in college and at least 12 semester hours of communication study, have a cumulative GPA of at least 3.0, have a communication studies GPA of at least 3.25, be in the upper 35% of the graduating class, and display commitment to the field of communication. Minors and concentrates are eligible for membership, provided they meet the criteria.

PHI ALPHA THETA

St. Joseph's has a chapter, Phi Mu, of the international history honor society, Phi Alpha Theta. Membership in Phi Mu is open to the whole

student body. Student membership is based on a 3.5 index in at least 12 credits of History and an index of 3.0 in 2/3 of the remaining courses. (Six of the 12 credits must be taken at St. Joseph's College. Advanced Placement courses do not count toward the 12 credits.)

PSI CHI

Psi Chi is the national honor society in psychology, founded to encourage, stimulate, and maintain excellence in scholarship and to advance the science of psychology. To be eligible, undergraduates must have a major, minor, or concentration in psychology or in a field that is psychological in nature, such as human relations. They must have completed at least three semesters in college and at least nine credits of psychology, with an overall GPA of 3.5 and a GPA of 3.0 in psychology. High standards of personal behavior are also required.

SIGMA DELTA PI

Sigma Delta Pi, *Sociedad Nacional Honoraria Hispánica*, is the national collegiate Hispanic honor society. The purposes of the society are to honor those who attain excellence in the study of the Spanish language and in the study of the literature and culture of the Spanish-speaking people; to honor those who have made the Hispanic contributions to modern culture better known in the English-speaking world; to encourage college and university students to acquire a greater interest in and a deeper understanding of Hispanic culture; to foster friendly relations and mutual respect between the nations of Hispanic speech and those of English speech; to serve its members in ways which will contribute to the attainment of the goals and ideals of the society. To be eligible for membership, students must have completed three semesters of college courses and at least three years of college Spanish (18 credits), including at least three semester hours of a third-year course in Hispanic literature or civilization and culture. Their grades in all Spanish courses must average 3.0, and they must rank in the upper 35% of their class. They must show interest in things Hispanic and be of good moral character.

SIGMA TAU DELTA

St. Joseph's has a chapter, Alpha Iota Omicron, of the International English Honor Society, Sigma Tau Delta. The purposes of the society are to confer distinction for high achievement in the English language and literature, to promote interest in the English language and literature, and to foster the discipline of English in all its aspects, including creative and critical writing. Membership is open to juniors and seniors who have a major, minor, or concentration in English; an overall GPA of 3.0; and an index of 3.2 in at least 12 credits of English.

THETA ALPHA KAPPA

Theta Alpha Kappa is the national honor society for religious studies and theology. Honoring excellence in the fields of theology and religious studies is its primary purpose, and it currently hosts over 200 local chap-

ters throughout the United States. To be inducted into the society, students must have completed at least three semesters at an institution having a local chapter in good standing, completed a minimum of twelve semester credits in courses representing religious studies or theological studies, attained a grade point average of 3.5 in such courses, attained at least a 3.0 grade point average in their total academic program, and been ranked in the upper 35% of their class in general scholarship.

UPSILON PI EPSILON

Upsilon Pi Epsilon is an international honor society whose membership consists of outstanding undergraduate and graduate students and faculty in Computing and Information Disciplines. Members are chosen not only for their scholastic achievement in a computing science program, but also for distinguishing themselves as true professionals. Membership is limited to those who can effectively achieve the original goals of the society, which include: the recognition of outstanding talent in the field of computing science; the promotion of scholarship and the maintenance of high standards in computing science; the representation of computing science in interdisciplinary communications; and the encouragement of individual contributions to society through computing science. To be eligible for election to membership, undergraduate students shall have attained a GPA of at least 3.0 and have completed at least 45 semester hours of credit, including 15 semester hours in the basic Computing and Information System Courses. Prospective student members must be enrolled in a degree program in Computing and Information Disciplines at the time they are considered for membership.

AWARDING OF DEGREES

Graduation exercises are held annually in May at which time diplomas are distributed. No student may participate unless all requirements have been fulfilled. Diplomas are also distributed in January for students whose degrees are conferred in August or January.

SPECIAL PROGRAMS

HONORS PROGRAM

The Honors Program is designed to provide a challenging learning experience for academically talented students, whatever their major field of study. Entering students are invited to join the program, based on SAT scores and high school average. Students on the Dean's List for the first semester may apply to the Honors Program in spring of freshman year.

Focusing on the liberal arts, the program includes some special honors classes which bring the students together, beginning in freshman year. Students also have the option of undertaking honors work in regular classes. In addition, they are encouraged to make use of the cultural resources of New York City through a series of trips planned each year. In junior year, students may take advantage of a partially subsidized trip abroad. A senior research project climaxes the program.

Students who complete the Honors Program receive a special notation on their transcripts.

ACCELERATED BIOMEDICAL PROGRAM

St. Joseph's offers an accelerated biomedical program in affiliation with The New York College of Podiatric Medicine.

For details, see the Biology Department offerings.

COMBINED BS/MBA IN ACCOUNTING

This accelerated program combines the BS in Business Administration with a major in Accounting and the MBA in Accounting. It is designed to prepare students for careers in public accounting and meets the education requirements for licensure as a Certified Public Accountant in New York State. For further details, students should consult the catalogue section for Business Administration and Accounting and the Director of Graduate Management Studies.

COMBINED BA/BS+MBA PROGRAM

This accelerated program offered at St. Joseph's College enables students to earn an undergraduate degree and a Master of Business Administration in five years. The program is open to all, but is designed to articulate with the Mathematics Actuary Track or the Computer Information Systems major. In fall of junior year students must complete the application process for the MBA program. For details about this program, students should consult the Director of Graduate Management Studies.

ACES

The Academic Center for Enhancement Services (ACES) was established to provide support for qualified students whose second language is English and who need to improve their academic reading and writing skills in order to excel at the college level. ACES provides an intensive program for a selected group of entering ESL freshmen. In addition it offers assistance to individual students and to faculty in the content subjects who are working with second language students. The services of ACES are also available to students whose first language is English, but who seek to enhance their reading and writing skills, as well as to faculty who have an interest in writing across the curriculum.

HIGH SCHOOL-COLLEGE ARTICULATION: BRIDGE PROGRAM

To provide a bridge between high school and college for qualified high school seniors, St. Joseph's College offers selected courses at local high schools. Courses are determined in consultation with the high school principal and the college department chairperson.

NON-MATRICULATED STUDENTS

Qualified high school seniors recommended by their grade advisors

and/or principals may register for college courses for credit. (See also, Early Admission Plan.)

Adults who wish to take college courses offered during the regular day program may, with the approval of the Academic Dean, register as non-matriculated students. Such students should contact the Registrar.

A non-matriculated student may accumulate as many as 18 credits. The student may not take additional courses unless he/she applies and is accepted for matriculation. The person seeking to enroll in this category will be subject to the application requirements and procedures described in the Admissions section of this catalogue.

SUMMER SESSION AND INTERSESSION

A Summer Session and a January Intersession are held to accommodate students who for a variety of reasons wish to attend. Non-matriculated students are welcome.

Matriculated students who wish to attend other colleges should consult the preceding section on Courses at Other Colleges.

STUDENT'S RIGHT TO PRIVACY AND ACCESS TO RECORDS

Public Law 93-380, usually titled "Family Educational Rights and Privacy Act," or more often known simply as the Buckley Amendment, prohibits release of any material in a student's file to any third party without the written consent of the college student. This law also affords students the right to review the contents of their official academic folders, except for those documents excluded by Law 93-380, as amended.

Students who wish to inspect their folders are required to complete the REQUEST FOR DISCLOSURE OF STUDENT FILE INFORMATION. These forms are available in the Registrar's Office and in the Office of the Academic Dean. Students who wish to challenge the contents of their folders as inaccurate, misleading, or inappropriate, should follow the informal and formal proceedings outlined in the current Student Handbook.

STUDENT COMPLAINTS

A student who has a complaint about an academic matter should follow the procedures set forth in the *Student Handbook* under Student Grievance Procedures in Academic Matters. No adverse action will be taken against any student who files a complaint.

It is the responsibility of all students to inform the College of any change in their mailing address. Failure to do so relieves the College of any liability in the event that important correspondence is not received by the student. All e-mail correspondence will be conducted through the student's St. Joseph's College e-mail address.

DEPARTMENTAL OFFERINGS

Accounting
Biology
Business Administration
Child Study
Communication Studies
Computer Science
Criminal Justice
Education
English
Fine Arts
 Art
 Dance
 Music
History
Human Relations
Marketing
 See Business
 Administration
Mathematics and Computer
 Information Systems
Medical Technology
 See Biology

Modern Languages
 French
 Italian
 Spanish
Philosophy
Physical Education
Physical Sciences
 Chemistry
 Physics
Psychology
Recreation
Religious Studies
Social Sciences
 Economics
 Political Science
 Sociology-Anthropology
Speech Communication
 See Communication
 Studies
Interdisciplinary Programs &
 Courses

COURSE NUMBERS. Courses numbered 100 are open to all students without prerequisites. Ordinarily, courses numbered 200, 300, and 400 have prerequisites and may not be taken by freshmen. Consult the individual department course listing for exceptions to this general policy.

Students are advised to check the final schedule of courses published before each advisement period.

BIOLOGY

Francis J. Antonawich, Ph.D., *Chairperson*

The biology courses are designed to contribute to the student's general understanding of the nature and interrelationships of living things. Courses for majors carry the additional aspects of providing a preparation for graduate and professional studies.

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the ***Core Curriculum Guide 2011***. Continuing students will follow the core curriculum in the 2009-2011 Catalogue.

Major Requirements

Students who attain a minimum grade of C in BIO 150 and 151 may elect a major in the department. Continuation as a major depends on maintaining a minimum grade of C in each course required for the major.

BIO 151 is a prerequisite for advanced courses in Biology.

Biology majors are required to take 36 credits in Biology.

Biology majors in the secondary education program must take 32 credits in Biology.

All Biology majors are required to take at least two 400 level courses in addition to BIO 480 (Secondary education students must take at least one 400 level course in addition to BIO 480—two 400 level courses are required for the B.S. degree).

Biology courses, and courses required for the biology major, **MUST** be taken at St. Joseph's College. Any courses taken at other institutions must receive prior departmental approval to be offered for the major.

Required Courses: BIO 150, 151, 290, 335, 340, 380, 480

CHE 150, 151, 250, 251

MAT 205, 206

PHY 150, 151.

The senior research requirement may be satisfied during the summer after BIO 380 by participation in nationally recognized competitive research programs for undergraduates. Criteria for acceptance are:

1. submission of a research paper
2. written evaluation from the research adviser at the institution attended
3. approval of the Chairperson and Academic Dean

Area of Concentration for Child Study Majors: Child Study majors are required to take 30 credits in Science. Required courses: BIO 150, 151, CHE 150, 151. Elective courses: BIO 200, 260, 280, 290, CHE 250, 251, 260, PHY 150, 151.

Minor in Environmental Studies (21 Credits)

The interdisciplinary minor in Environmental Studies is designed to provide students with an opportunity to explore the environmental, economic, and social dimensions of sustainability from the perspectives offered by course work in natural sciences, physical sciences, social sciences, humanities, and business. As an outcome of this exploration, students will recognize and address environmental issues in the personal, civic, and professional spheres of their lives.

Required Courses (three):

- BIO 118 Introduction to Environmental Biology
(BIO 200, General Ecology, satisfies this course for Biology majors*)
- CHE 135 Introduction to Environmental Chemistry
(CHE 150 and CHE 151, General Chemistry I/II, satisfy this course*)
- PHI 362 Environmental Ethics

Elective Courses (four): see Biology Department for list of elective courses.

*Science majors who satisfy BIO 118 and/or CHE 135 through these substitute courses would be required to take one of the following: BIO 279, BIO 280, or CHE420.

B.S. in Medical Technology

The B.S. in Medical Technology program prepares students for careers in the health care field as medical technologists. The program, also called clinical laboratory science, requires three years of coursework at St. Joseph's College and one year of clinical training in an approved hospital program. St. Joseph's has an agreement with New York Methodist Hospital School of Medical Technology to provide the clinical year. The program at the School of Medical Technology is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Students who complete the program receive a B.S. from St. Joseph's College and a Certificate from the School of Medical Technology. They are eligible for licensure in New York State and may sit for the examination administered by the American Society for Clinical Pathology (ASCP).

Students may plan to follow the Medical Technology program when they enter the College as freshmen. Others who begin as Biology majors may choose the Medical Technology degree program in sophomore or junior year. Careful planning is required to ensure that students complete all required courses, including the Core Curriculum, by the end of junior year. For admission to the School of Medical Technology, students must earn a minimum grade of 2.5 (C+) in all courses required for the major.

Core Curriculum: 36 credits The math and science courses required for the major fulfill the core requirements in those areas. PHI 160, Introduction to Ethics, is required.

Courses required for the major: 50 credits

- BIO 150 General Biology I
 BIO 151 General Biology II
 BIO 290 Modern Genetics
 BIO 335 Physiology
 BIO 340 Microbiology
 BIO 350 Immunology or BIO 460 Cell Biology
 CHE 150 General Chemistry I
 CHE 151 General Chemistry II
 CHE 250 Organic Chemistry I
 CHE 251 Organic Chemistry II
 CHE 331 Biochemistry I
 MAT 107 Introduction to Probability and Statistics (alternate MAT 151)

Clinical Hospital Training I and II: 32 credits

Clinical Microbiology

Clinical Hematology/Coagulation

Clinical Chemistry

Clinical Immunology/Serology

Clinical Immunohematology

Introduction to Clinical Laboratory Science Skills

Parasitology/Mycology/Virology

Advanced Topics in Laboratory Medicine

Registry Review

Electives: 9/10 credits

**AFFILIATED PROGRAM OF ST. JOSEPH'S COLLEGE –
THE NEW YORK COLLEGE OF PODIATRIC MEDICINE**

St. Joseph's offers an accelerated biomedical program in cooperation with the New York College of Podiatric Medicine. A student accepted into the program will spend three years at St. Joseph's College and four years at the New York College of Podiatric Medicine. On completion of the St. Joseph's College component and one year at the New York College of Podiatric Medicine, the student will be awarded the B.S. degree in Biology by St. Joseph's College. On completion of the program at New York College of Podiatric Medicine, the D.P.M. (Doctor of Podiatric Medicine) will be awarded.

Students in the program will be expected to maintain an honors grade point average while they are at St. Joseph's College and to score satisfactorily in the Medical College Admissions Test (MCAT) which is taken in April of the second year.

For details of this program, students should consult the Chairperson of the Biology Department.

Articulation with Kingsborough Community College: St. Joseph's has an articulation agreement with Kingsborough through which KCC students who complete the A.S. degree in Biology with a Concentration in Marine Biology or Biotechnology may transfer to St. Joseph's for the B.S. (or B.A.) in Biology. Consult either school for specific details.

BIO 108 INTRODUCTION TO ECOLOGY

An introduction to the dynamics of how organisms and their environment interact. Special attention is given to finding solutions to local and national environmental problems. Field work involves the investigation of lake, bay, and ocean pollution; beach erosion; sand dune stabilization; soil analysis; the dynamics of Long Island's Pine Barrens; air pollution.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Spring

Lab fee-\$30

BIO 109 CURRENT TRENDS IN BIOLOGY

A consideration of biological topics of current interest to society including genetic engineering, gene banks, the human genome project, in vitro fertilization, Mad Cow disease, and cloning.

Note: A student may not take BIO 109 and BIO 110.

3 hours lecture a week, 1 semester, 3 credits.

Spring, Summer, Intersession

BIO 110 CURRENT TOPICS IN BIOLOGY

A consideration of biological topics of current interest to society including genetic engineering, gene banks, the human genome project, reproductive technologies, cloning, and antibiotic resistance. The laboratory component will introduce the student to modern techniques employed by biologists in the investigation of the aforementioned topics.

Note: A student may not take BIO 109 and BIO 110.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits. Fall

Lab fee-\$30

BIO 112 BIOLOGICAL CONTROL SYSTEMS

A study of the nervous and endocrine systems and their relationship to normal and abnormal behavior.

3 hours lecture a week, 1 semester, 3 credits.

Fall, Spring, Summer

BIO 115 INTRODUCTION TO HUMAN INHERITANCE

An introduction to the study of heredity and its relationship to human welfare.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Fall, Spring

Lab fee-\$30

BIO 116 EVOLVING LIFE

An introduction to the field of evolution specifically designed for the non-science major. Topics included are: how organisms evolve (macro- and microevolution), the history of life on earth, the formation of new species, and the origin of biodiversity.

3 hours lecture a week, 1 semester, 3 credits.

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BIO 118 INTRODUCTION TO ENVIRONMENTAL BIOLOGY

An introduction to the study of the environment and its sustainability, with a focus on natural processes. Topics include: impacts of human population increase; biogeochemical cycles; ecosystems and global climate; water supply and pollution; air pollution and stratospheric ozone depletion; deforestation and global warming. Students explore various worldviews as they relate to the role of humanity and its relationship to the natural world.

Fieldwork involves the investigation of biological issues affecting the environment such as: lake death; bay pollution; ocean pollution; coastal erosion, deforestation and air pollution.

Note: A student may not take BIO 108 and BIO 118

Prerequisite: Departmental permission.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Spring

Lab fee-\$30

BIO 120 HEALING POWERS OF PLANTS

Certain plants have long been known to cure human diseases and to act as stimulants, depressants, or hallucinogens. Students in this course will study local medicinal plants and will screen them for biologically active ingredients. Special attention will be paid to the roles of these ingredients in psychoactivity and in ameliorating disorders in a number of the body's systems.

2 hours lecture, 2 hours laboratory a week, 1 semester. 3 credits

Spring

Lab fee-\$30

BIO 130 INTRODUCTION TO IMMUNOLOGY

The objective of this course is to introduce students to the immune system and to discuss the role of the defense mechanism in a human body. It covers the structure and function of the immune system, and details how the immune system can be up-regulated for vaccination against infectious agents, and down-regulated to treat autoimmune diseases. AIDS, immunotherapy, tumor and transplantation immunology will also be discussed.

3 hours lecture a week, 1 semester. 3 credits. Spring

BIO 131 IMMUNOLOGICAL EXPLORATION

This course is designed to introduce students to the immune system. It will utilize both the classroom and laboratory to cover the structure and function of the immune system, and detail how the immune system can be up-regulated for vaccination against infectious agents, and down-regulated to treat autoimmune diseases. Some additional topics will include: AIDS, immunotherapy, tumor and transplantation immunology.

2 hours lecture, 2 hours laboratory a week, 1 semester. 3 credits

Note: A student may not take BIO 130 and BIO 131

Spring

Lab fee-\$30

BIO 140 THE MICROBIAL WORLD

An introduction to the biology of bacteria, algae and protozoa. Topics to be considered include the evolution of prokaryotic and eukaryotic cells, the interaction between humans and microbes, the role of microorganisms in the environment, and current research and technology involving microbes

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Summer

Lab fee-\$30

BIO 145 MARINE BIOLOGY

This course will explore the marine organisms: who they are, what they do, how they interact with one another and with the sea around them, and how their lives connect with ours. Attention will also be given to the oceans that sustain them. Extensive field work is involved.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Lab fee-\$30

BIO 150 GENERAL BIOLOGY I

An intensive study of the chemical and cellular basis of life, energy transformations in the cell, and the biology of organisms.

Prerequisite: Departmental permission.

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Fall

Lab fee-\$60

BIO 151 GENERAL BIOLOGY II

A continuation of Biology 150. Topics include cellular reproduction, patterns of inheritance, mechanisms of gene action, development, the biology of populations, and the diversity of organisms.

Prerequisite: Minimum grade of C in BIO 150

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Spring

Lab fee-\$60

72 *Biology*

BIO 160 ANATOMY AND PHYSIOLOGY I

A study of the structure and function of the human body. Topics include the chemical and physical basis of life, cellular and tissue anatomy and function, homeostatic mechanisms, the integumentary system, musculoskeletal system, nervous system, and special senses.

Prerequisite: Departmental permission

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Fall 2009

Lab fee-\$125

BIO 161 ANATOMY AND PHYSIOLOGY II

A continuation of Anatomy and Physiology I. Topics include the endocrine system, cardiovascular system, defense mechanisms of the body, respiratory system, digestive system, metabolism, nutrition, temperature regulation, excretory system, fluid and electrolyte balance, acid-base balance, reproductive system and development.

Prerequisite: Departmental permission

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Spring 2010

Lab fee-\$125

BIO 200 GENERAL ECOLOGY

An introduction to ecological principles and their application to the solution of environmental problems. Topics include population dynamics, species interaction, biogeochemical cycles, ecosystem types, succession, Long Island ecology. Six 3-hour field trips and one all day (Saturday) field trip are required.

Prerequisites: BIO 151, CHE 151

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Fall

Lab fee-\$60

BIO 220 VERTEBRATE HISTOLOGY AND MICROTECHNIQUE

Microscopic anatomy of the fundamental tissues and organs of the vertebrates. Practice in the basic techniques involved in preparing tissues for microscopic study.

Prerequisite: BIO 151

2 hours lecture, 4 hours laboratory a week, 1 semester, 4 credits.

Offered when there is sufficient student demand.

Lab fee-\$60

BIO 225 FORENSIC BIOSCIENCE

The course covers the function of the forensic bioscience laboratory and its relation to successful criminal investigation. Topics include crime scene processing, investigative techniques, current forensic technology and related topics. Upon completion, students will be able to identify and collect relevant evidence at simulated crime scenes, and request appropriate laboratory analysis of submitted evidence.

Prerequisite: Departmental permission

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Spring

Lab fee-\$60

BIO 240 GLOBALIZATION: A CASE STUDY OF FOOD

An interdisciplinary course that will examine the concepts, development, and implications of globalization through a semester long study of food. Students will explore the movement of food in international trade, its diffusion and relationship to history and culture, and the science of food development including genetically engineered/modified foods.

3 hours lecture, 1 semester, 3 credits.

Note: This is an interdisciplinary course that can be taken as Biology, Business or History.

BIO 260 EVOLUTIONARY BIOLOGY

An introduction to the principles and significance of Darwinian evolution. Topics include the history of life, microevolution, the concept of natural selection, macroevolution and speciation, and the integration of micro- and macroevolution.

Prerequisite: BIO 151

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Fall

Lab fee-\$60

BIO 279 LOCAL FIELD ECOLOGY

Local Field Ecology deals with the study of organisms and their ecological systems in their natural habitat, with special emphasis upon classification, identification, natural history, and ecology of Long Island ecosystems and their components (species, populations, communities). This course is designed to provide valuable field experience in the observation, interpretation, and identification of a wide variety of plant and animal taxa and their associated ecosystems. To facilitate this experience, initial training will be conducted in the classroom followed by extensive time at a wide variety of locations in the field, including: salt marshes, inland wetlands, lakes, streams, estuaries, ocean, and forest systems.

Prerequisites: BIO 108, 118, or BIO 200.

BIO 279 is recommended for biology majors and environmental studies minors.

Note: A student may not take BIO 279 and BIO 280.

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Offered when there is sufficient student demand.

Lab fee-\$60

BIO 280 FIELD COURSE IN ECOLOGY

The application of basic ecological principles to a particular ecosystem. The course provides actual field experience in examination of the biotic and abiotic components of an ecosystem through residence at an established field station. This experience comprises the laboratory component of the course.

Prerequisites: BIO 200 or BIO 108 with instructor's permission

2 hours lecture a week, 7-10 days residence at the field station, 1

semester, 4 credits. Offered when there is sufficient student demand.

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BIO 290 MODERN GENETICS

A study of the laws of heredity and variation including a consideration of their application to modern genetics problems: molecular genetics, physiological and biochemical genetics, metagenesis and evolution.

Prerequisites: BIO 151, CHE 151, CHE 251 concurrently

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Spring

Lab fee-\$60

BIO 301 PLANT BIOLOGY

The emphasis will be given to the vascular plants, although other groups will be treated in their evolutionary context. Topics include: plant taxonomy, anatomy, morphology, physiology, and reproduction. Some additional topics include: xylogenesis, phytochemicals, forensic botany, and photoperiodism.

Prerequisites: BIO 151

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Fall 2012

BIO 331 PATHOPHYSIOLOGY

A study of the disruption of homeostasis at the cellular, tissue and organ level in the human organism and its relationship to causative factors of disease.

Prerequisite: College level Anatomy and Physiology course

3 hours lecture a week, 1 semester, 3 credits. Fall, Spring

BIO 335 PHYSIOLOGY

An in-depth study of vertebrate functions, the underlying physical and chemical principles upon which they rely, and the integration of the various processes in the maintenance of homeostasis.

Prerequisites: BIO 151, CHE 151, CHE 251, PHY 150 concurrently

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Fall

Lab fee-\$60

BIO 340 MICROBIOLOGY

An introduction to the fundamental principles governing the biology of bacteria, viruses, rickettsiae, yeasts, and molds. Special consideration given to a study of immunity, pathogenic varieties, antibiotics, and chemotherapy.

Prerequisites: BIO 151, CHE 151, CHE 251

2 hours lecture, 4 hours laboratory a week, 1 semester, 4 credits.

Spring

Lab fee-\$60

BIO 350 IMMUNOLOGY

This course will offer a balanced approach to deliver a broad introduction to the field of immunology. It will include basic cellular and humoral immunology, development and evolution of the immune system, immunogenetics, and immunopathology.

Prerequisites: BIO 151, BIO 290

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Fall 2011

Lab fee-\$60

BIO 380 RESEARCH SEMINAR

An awareness of the problems and methods of research is fostered through a program of guided reading of scientific literature in preparation for research into a specific biological problem in the senior year. Progress reports are given and analyzed by the students.

Open to majors who have completed 18 credits of Biology

1-1/2 hours seminar a week plus additional library time, 1 semester, 2 credits.

Spring

BIO 400 INTERNSHIP

Practical experience in a laboratory or other setting approved by the Department. Enables students to acquire skills appropriate to their career plans.

Prerequisite: Junior or Senior Biology major, 3.0 cum in major courses, acceptance at the cooperative institution, and Departmental approval.

A minimum of 130 hours is required, 3 credits.

BIO 420 BIORHYTHMS

A study of rhythmic phenomena in organisms with reference to clock hypotheses and the influence of environmental parameters such as light-dark cycles, temperature, and pervasive geophysical factors.

Prerequisites: BIO 151, BIO 335, CHE 151, CHE 251

3 hours lecture a week, 1 semester, 3 credits.

BIO 440 ANALYSIS OF DEVELOPMENTAL BIOLOGY

A theoretical and experimental analysis of the fundamental problems of animal and plant development using the tools of genetics and molecular analysis to bear on the basic questions of development. The course is topical covering major questions of embryology, control of gene expression, evolution, and the ramifications of developmental biology in plants and animals.

Prerequisite: BIO 290

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Offered with student demand

Lab fee-\$60

BIO 450 ENDOCRINOLOGY

This course will study the endocrine system as it relates to and determines physiologic behavior. The course content will include general anatomy of the system and use of the system to regulate cells involved in physiologic behaviors.

Prerequisite: BIO 335 Physiology

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Fall 2011, 2013

Lab fee-\$60

BIO 460 CELL BIOLOGY

A study of the properties and functions of living cells, the fundamental principles that guide cellular organization and function, and some of the critical scientific evidence leading to our current understanding of these central concepts.

Prerequisite: BIO 335

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Spring 2013

Lab fee-\$60

BIO 461 MOLECULAR BIOLOGY

A study of macromolecules, basic molecular processes and genetic phenomena in prokaryotes, eukaryotes, phage and viruses, with emphasis on both molecules and their biology. Topics include classical molecular biology (DNA, RNA and protein biosynthesis), recombinant DNA and genetic engineering, interactions of macromolecules and regulation of biologic systems.

Prerequisites: BIO 151, BIO 290, CHE 251

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Fall 2012, 2014

Lab fee-\$60

BIO 462 NEUROSCIENCE

An in-depth study of the nervous system. Neural anatomy, biochemistry, pharmacology, behavior and the alterations of these in various disease states will be studied.

Prerequisite: BIO 335

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Spring 2012

Lab fee-\$60

BIO 470 COASTAL MARINE HABITATS

The structure and function of coastal marine habitats including rocky intertidal areas, sandy beaches, tidal and mud flats, estuaries, salt marshes, soft bottom areas and plankton will be examined. The course will review the physical regime, flora and fauna of these environments.

Prerequisite: BIO 200 or 280 or BIO 301 (with Instructor's permission)

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Spring 2012

Lab fee-\$60

BIO 480 RESEARCH

Independent laboratory research required of majors in the senior year.

Prerequisite: BIO 380

2 credits for the year. This course may be taken for 3 credits with additional bench work. Lab fee-\$60

Online Courses: The Department sometimes offers courses in an online format. Check the semester course schedule for details.



BUSINESS ADMINISTRATION AND ACCOUNTING

Eileen White Jahn, Ph.D., *Chairperson*

Stanley F. Fox, Ph.D., *Associate Chairperson*

Mary Chance, M.S.T., C.P.A., *Director of Graduate Management Studies*

The fundamental objective of the undergraduate curriculum in Business Administration is to prepare students for managerial roles in business, government, and non-profit organizations. The required courses in the Business Program are designed to cover the various facets of the practice of business operations: Management, Marketing, Accounting, Economics, Finance, and Law. The elective courses in Business give students an opportunity to choose one area or a combination of areas for more intensive analysis. The courses in related disciplines are included to ensure the development of understanding and skills that will give depth and meaning to their business applications. The Department also offers a major in Accounting for those students interested in careers in public accounting, (Certified Public Accountant), private accounting, and governmental and institutional accounting. Minors in Business Administration and Accounting are offered for students majoring in other Departments. A third major, Marketing, prepares students for a wide variety of careers including public relations, advertising, and merchandising. Minors in Business Administration and Accounting are offered for students majoring in other Departments.

The professional manager today is not only required to have special knowledge in business, but also to have an understanding of the humanities, behavioral sciences, social sciences, and natural sciences. To this end, all Business and Accounting major students are required to take 60 liberal arts credits which are designed to enhance their ability to reason logically, to think critically, to develop a value system, and to make decisions ethically.

Students enrolled in accounting and business courses are expected to use the computer lab as part of their assignments.

Major in Business Administration: All students seeking a Bachelor of Science in Business Administration must complete the following curriculum:

Students must fulfill the requirements of the Core Curriculum.

The following liberal arts courses are required by the Department:

Economics 120
Economics 226
English 103
English 110

Mathematics 113 (if needed)
Mathematics 200
Philosophy 160
Speech 102

The following courses, which are not liberal arts courses, are also required:

COM 140	Microcomputer Applications I
COM 141	Microcomputer Applications II

REQUIRED BUSINESS COURSES

Accounting		Credits
ACC 110	Principles of Accounting	3
ACC 211	Financial Accounting	3
ACC 241	Managerial Accounting	3
Business Law		
BUS 150	Business Law I	3
BUS 151	Business Law II	3
Finance		
BUS 219	Principles of Finance	3
BUS 222	Statistics	3
Management		
BUS 100	Process of Management	3
BUS 130	Organizational Behavior	3
BUS 230	Human Resources Management	3
BUS 275	Business in a Global Environment	3
BUS 472	Business Policy Seminar	3
Marketing		
MKT 200	Marketing	3
Elective Business Courses		(12 Credits)
(From Accounting, Management, Marketing, Computers in Business, Economics and Finance.)		

Concentration in Finance (optional for Business Majors)

ECO 161	International Economic Problems
BUS 223	Money and Banking
BUS 315	Principles of Investments
BUS 324	Advanced Managerial Finance
BUS 362	Internship in Business (In Finance)
BUS 280	Principles of Insurance

Combined BA/BS + MBA

Students who are interested in this accelerated program should consult the Director of Graduate Management Studies.

Certificate in Information Technology Applications

For a description of the program leading to this certificate, see page 234.

Certificate in Leadership and Supervision

For a description of the program leading to this certificate, see page 236.

Certificate in Management

For a description of the program leading to this certificate, see page 236.

Certificate in Marketing

For a description of the program leading to this certificate, see page 237.

Major in Marketing

All students seeking a Bachelor of Science in Marketing must complete the following curriculum:

Students must fulfill the requirements of the Core Curriculum.
The following liberal arts courses are required by the Department:

Art 267	Mathematics 113 (if needed)
Economics 120	Mathematics 200
Economics 226	Philosophy 160
English 103	Speech 102
English 110	

The following courses, which are not liberal arts courses, are also required:
COM 140
COM 141

REQUIRED COURSES

		<i>Credits</i>
Accounting		
ACC 110	Principles of Accounting	3
ACC 211	Financial Accounting	3
Business Law		
BUS 150	Business Law I	3
BUS 151	Business Law II	3
Finance		
BUS 219	Principles of Finance	3
BUS 222	Statistics	3
Management		
BUS 100	Process of Management	3
BUS 275	Business in a Global Environment	3
Marketing		
MKT 200	Marketing	3
MKT 204	Marketing Promotion and Advertising	3
MKT 208	Public Relations	3
MKT 310	Consumer Motivation and Behavior	3
MKT 316	Marketing Research	3
BUS 472	Business Policy Seminar	3

Elective Business Courses Minimum of 9 Credits
(From Accounting, Management, Marketing, Economics and Finance, Business Law, and Computers in Business)

Major in Accounting

Because of new New York State regulations, please be aware of the following:

If you are planning to apply for licensure, you must have completed a New York State approved 150-credit program. You can complete St. Joseph's 128-credit Accounting major and then complete a Master's degree at St. Joseph's or another accredited program.

Major in Accounting (128 credit option): The major in Accounting is designed to prepare individuals for careers in public accounting or private accounting.

All students seeking a Bachelor of Science in Business Administration with a major in Accounting must complete the following curriculum:



Students must fulfill the requirements of the Core Curriculum.
The following liberal arts courses are required by the Department:

Economics 120
Economics 226
English 103
English 110
Mathematics 113 (if needed)
Mathematics 200
Philosophy 160
Speech 102

The following course, which is not a liberal arts course, is also required:
COM 140

REQUIRED COURSES

Accounting		Credits
ACC 110	Principles of Accounting	3
ACC 211	Financial Accounting	3
ACC 212	Intermediate Accounting I	3
ACC 213	Intermediate Accounting II	3
ACC 215	Principles of Federal Taxation	3
ACC 241	Managerial Accounting	3
ACC 242	Advanced Accounting	3
ACC 245	Government and Not-for-Profit Accounting	3
ACC 317	Principles of Auditing	3
ACC 320	Accounting Information Systems and E.D.P. Auditing	3

Business Law

BUS 150	Business Law I	3
BUS 151	Business Law II	3

Finance

BUS 219	Principles of Finance	3
BUS 324	Advanced Managerial Finance	3

Statistics

BUS 222	Statistics	3
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Other Required Business Courses

BUS 100	Process of Management	3
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Elective Business Courses

Minimum of 6 credits

(From Accounting or Business courses at 200 level or above)

BS/MBA in Accounting (152 credits): This dual licensure-qualifying degree combines the BS in Business Administration with a major in Accounting, and the MBA in Accounting. It is designed to prepare students for careers in public accounting, and meets the education requirements for licensure as a Certified Public Accountant in New York State.

The BS/MBA provides students with a strong foundation in management and accounting, and affords students the opportunities to develop within themselves the abilities associated with superior managerial performance.

Undergraduate students who are admitted to the Graduate Management Studies program will be permitted to enroll in two graduate management and two graduate accounting courses while undergraduates. This arrangement allows students to accelerate their studies and to reduce the total number of credits for this dual degree from 164 to 152 credits. It is therefore conceivable that students can complete this degree in five years.

Students accepted into the BS/MBA program must complete the following curriculum:

Students must fulfill the requirements of the Core Curriculum.
The following liberal arts courses are required for this degree:

ECO/BUS 120 Macroeconomics
ECO/BUS 226 Microeconomics
ENG 103 Writing for Effective Communication
ENG 110 Communication for Professionals
MAT 111 College Algebra *or* MAT 113 Elementary Functions: Precalculus
(if needed)
MAT 200 Mathematics for Business and Economics
PHI 160 Introduction to Ethics *or* PHI 268 Ethics and Business
SPC 102 Speech Communication

REQUIRED COURSES

<i>Accounting</i>		<i>Credits</i>
ACC 110	Principles of Accounting	
<i>or</i>		
ACC 200	Fundamentals of Financial Accounting	3
ACC 211	Financial Accounting	3
ACC 212	Intermediate Accounting I	3
ACC 213	Intermediate Accounting II	3
ACC 215	Principles of Federal Taxation	3
ACC 241	Managerial Accounting (Formerly Cost Accounting)	3
ACC 242	Advanced Accounting I	3
ACC 245	Government and Not-for-Profit Accounting	3
ACC 317	Principles of Auditing	3
ACC 320	Accounting Information Systems and E.D.P. Auditing	3

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#ACC545	Financial Accounting and Analysis	3
#ACC 555	Advanced Federal Income Taxation	3
#ACC 665	Financial Accounting Theory and Research	3
#ACC 675	Advanced Auditing	3

Business

BUS 100	Process of Management	3
BUS 150	Business Law I	3
BUS 151	Business Law II	3
BUS 219	Principles of Finance	3
BUS 222	Statistics	3
BUS 315	Principles of Investments	3
<i>or</i>		
BUS 324	Advanced Managerial Finance	3
COM/BUS		
140	Microcomputer Applications I	3
<i>or</i>		
COM/BUS		
141	Microcomputer Applications II	3
#MGT 500	Leadership and Managerial Development	3
#MGT 510	Legal Issues in Management	3
#MGT 530	Management Information Systems	3
#MGT 550	Strategic Human Resources Management	3
#MGT 610	Statistical Applications in Research and Management	3
#MGT 630	Managerial Economics	3
#MGT 662	Corporate Financial Management	3
#MGT 690	Integrative Analysis in Management	3

#Denotes a graduate course. See graduate catalog for course descriptions.

Please Note: Students are eligible to apply for the BS degree after successfully completing their undergraduate course requirements (128 credits), which may include two graduate management (MGT 500 and one other 500-level MGT course), and two graduate accounting courses (ACC 545 and ACC 555).

Minor in Business Administration: Students majoring in other Departments may pursue a minor in Business Administration.

The minor consists of:

BUS 100	Process of Management	3 credits
BUS 150	Business Law I	3 credits
MKT 200	Marketing	3 credits
ACC 110	Principles of Accounting	3 credits

PLUS 2 more courses from a selected list of electives (available from the Business and Accounting Department).

TOTAL 18 credits

Minor in Accounting: The following courses are required:

ACC 110	Principles of Accounting	3 credits
	or	
ACC 200	Fundamentals of Financial Accounting	
ACC 211	Financial Accounting	3 credits
ACC 212	Intermediate Accounting I	3 credits
ACC 213	Intermediate Accounting II	3 credits
ACC 215	Principles of Federal Taxation	3 credits
ACC 241	Managerial Accounting	3 credits
TOTAL		18 credits

Articulation with Kingsborough Community College: St. Joseph's has an articulation agreement with Kingsborough through which KCC students who complete the A.S. degree in Business Administration or the A.A.S. degree in Accounting may transfer to St. Joseph's for the B.S. in Business Administration or the B.S. in Business Administration with a Major in Accounting. Consult either school for specific details.

ACCOUNTING

ACC 110 PRINCIPLES OF ACCOUNTING

A study of accounting principles to enable the student to understand the preparation of financial statements. The course covers a study of the accounting cycle, the recording process, accounting systems and controls. The course also covers forms of business organizations and partnership accounting.

3 hours a week, 1 semester, 3 credits. Fall

ACC 211 FINANCIAL ACCOUNTING

A continuation of the study of accounting principles used in the preparation of financial statements. The course also covers the Statement of Cash Flows and analysis of financial statements.

Prerequisite: ACC 110

3 hours a week, 1 semester, 3 credits. Spring

ACC 212 INTERMEDIATE ACCOUNTING I

Part one of a two-part course which emphasizes an in-depth study of the underlying concepts of financial accounting, including the interpretation and application of pronouncements of various standard setting organizations. This course focuses on the conceptual framework of financial accounting and includes a study of the basic financial statements. The course also has the goal of giving students a deeper understanding of the proper accounting for various items on the balance sheet, primarily the various assets owned by an entity. Additionally, students will learn valuable concepts in the area of the time value of money.

Prerequisite: ACC 211

3 hours a week, 1 semester, 3 credits. Fall

ACC 213 INTERMEDIATE ACCOUNTING II

Part two of a two-part course emphasizing an in-depth study of the underlying concepts of financial accounting, including the interpretation and application of pronouncements of various standard setting organizations. This course focuses on the proper accounting treatment of an entity's liabilities and stockholders' equity. Additionally, students will gain an understanding and uses of the statement of cash flows as well as the study of other topics such as the proper accounting for pensions, leases, accounting changes, revenue recognition, income taxes, and other topics.

Prerequisite: ACC 212

3 hours a week, 1 semester, 3 credits. Spring

ACC 215 PRINCIPLES OF FEDERAL TAXATION

A study of the Federal Revenue system, tax statutes, and the preparation of individual tax returns. The Internal Revenue Code and regulations along with court decisions are studied and particular attention is given to how tax planning for individuals is affected.

Prerequisite: ACC 212

3 hours a week, 1 semester, 3 credits. Spring

ACC 241 MANAGERIAL ACCOUNTING

This course provides students with an opportunity to study managerial accounting concepts. Students will learn how to compile and analyze accounting information to assist managers in their planning, directing, and controlling functions for service, manufacturing, and merchandising entities. Topics include: incremental analysis, profit planning and the preparation of budgets, variance analysis, understanding cost behavior, and cost-volume-profit analysis. Job order costing, process costing, and activity-based costing systems will also be studied.

Prerequisite: ACC 211

3 hours a week, 1 semester, 3 credits. Spring

ACC 242 ADVANCED ACCOUNTING

A study of advanced accounting problems in areas such as consolidations, corporate merger and acquisitions, and not-for-profit entities.

Prerequisite: ACC 213

3 hours a week, 1 semester 3 credits. Fall

ACC 245 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING

A study of specialized accounting topics such as international accounting, foreign operations and the accounting and financial reporting requirements for governmental and not-for-profit organizations. An in-depth analysis of a government Comprehensive Annual Financial Report is undertaken.

Prerequisite: ACC 213

3 hours a week, 1 semester 3 credits. Fall 2012

ACC 317 PRINCIPLES OF AUDITING

An introduction to generally accepted auditing standards adopted by the AICPA and releases by the Securities and Exchange Commission in conjunction with an expression of an opinion by independent public accountants. Attention to the ethics of the profession of public accounting, the study of internal control, audit procedures and objectives.

Prerequisite: ACC 242

3 hours a week, 1 semester, 3 credits. Fall

ACC 320 ACCOUNTING INFORMATION SYSTEMS AND E.D.P. AUDITING

A study of accounting information systems as well as audit and assurance services in the context of electronic data processing systems. The student will gain hands-on experience with accounting information systems by processing transactions for all accounting cycles using software commonly used by businesses. The student will also gain an understanding of audit objectives and procedures that are specific to audit and assurance services in a computerized environment. Use of computer assisted audit techniques will be emphasized, including exposure to the use of Generalized Audit Software.

Prerequisite: COM, 140, ACC 213

3 hours a week, 1 semester, 3 credits. Spring

COMPUTERS IN BUSINESS

BUS 140 MICROCOMPUTER APPLICATIONS I (COM 140)

This course is designed as an introductory course to provide the background necessary for the effective use of microcomputers. The emphasis is on the major applications of microcomputers: word processing, relational databases, spreadsheets and the use of the Internet. The course includes "hands-on" experience with common applications software. No previous computer related experience is necessary.

There are no prerequisites.

Note: Students may not offer this course toward the fulfillment of the Math core.

3 hours a week, 1 semester, 3 credits. Fall

**BUS 141 MICROCOMPUTER APPLICATIONS II
(COM 141)**

This course is intended for students from all disciplines. It will develop intermediate and advanced word-processing, spreadsheet and database techniques, including macros, report generation, database queries, importing and exporting files, address-books, labels, graphic, and table manipulation. It will also include expanded Internet and World Wide Web topics.

Prerequisites: COM 140 or equivalent, or departmental approval.

Note: Students may not offer this course toward the fulfillment of the Math core.

3 hours a week, 1 semester, 3 credits. Spring

**BUS 288 BUSINESS SYSTEMS AND DESIGN
(COM 288)**

The design and development of information systems for a business environment. Topics will include analysis of information flow, design of business systems, specifications, equipment selection, and file organization. Detailed steps for each phase of the design will be related to business applications on a full scale computer system.

Prerequisite: Any introductory computer course

3 hours a week, 1 semester, 3 credits. Spring 2013

ECONOMICS AND FINANCE

**BUS 120 MACROECONOMICS
(ECO 120)**

National economic policy; inflation and unemployment in the business cycle; output and income determination; government expenditures and receipts; fiscal policy and monetary policy; Federal Reserve System and the banking system; variations in stabilization policy; the impact of capital-labor relations.

3 hours a week, 1 semester, 3 credits. Fall

**BUS 127 COMPARATIVE ECONOMIC SYSTEMS
(ECO 127)**

Study of the philosophic and ideological basis of economic systems, how they solve various economic problems, and the current state of these systems. Attention will be focused on the variations in modern economic systems: capitalist, state capitalist, market socialist, socialist, and traditional. Individual countries will be used as case studies for analysis of these various economic systems.

3 hours a week, 1 semester, 3 credits. Spring

**BUS 161 INTERNATIONAL ECONOMIC PROBLEMS
(ECO 161)**

Survey of current problems covering international trade, international finance, the relations between technologically advanced and less-developed nations, and various international institutions and markets for the promotion of sustainable economic growth. Focus on current issues in international economic policy.

Prerequisite: ECO 120

3 hours a week, 1 semester, 3 credits. Fall 2010, 2012

BUS 219 PRINCIPLES OF FINANCE

A survey of the role of finance in business management. Major areas of study include an examination of financial markets, financial organization of business entities, analysis of budgets, credit, equity, and debt financing, cash flow requirements, break-even analysis, the use of corporate securities in capitalization and asset management.

Prerequisites: BUS 100, ACC 211, MAT 200

3 hours a week, 1 semester, 3 credits. Fall

**BUS 221 LABOR ECONOMICS
(ECO 221)**

A study of the political economy of labor market demand and supply, the labor process and the philosophic foundations of various theories of labor. The course surveys the historical and current problems of labor organization and unions as well as the impact of race, gender and class on labor and income distribution.

Prerequisite: ECO 120

3 hours a week, 1 semester, 3 credits. Fall 2009, 2011

**BUS 222 STATISTICS
(ECO 222)**

Collection and tabulation of statistical data. Simple correlation and regression analysis. Probability. Random variables. Normal distribution. Sampling and sampling distributions. Statistical inference. Use of Microsoft Excel, a spreadsheet program, integrated into the course.

Prerequisites: MAT 113 or MAT 200

3 hours a week, 1 semester, 3 credits. Fall

**BUS 223 MONEY AND BANKING
(ECO 223)**

The roles of money and credit, financial markets and institutions, and central banking in the U.S. economy. The banking system and its relationship with the Federal Reserve System, as well as international banking issues and problems, will also be analyzed and explored.

Prerequisite: ECO 120

3 hours a week, 1 semester, 3 credits. Spring

**BUS 226 MICROECONOMICS
(ECO 226)**

Marginal analysis of demand and supply, the individual firm, and market microstructure. Consumer behavior and producer behavior. Alternative models of price determination and profit maximization. The relation between input and output markets.

Prerequisite: ECO 120

3 hours a week, 1 semester 3 credits. Spring

BUS 280 PRINCIPLES OF INSURANCE

Principles of insurance in property, liability, life and health care. Topics covered include risk management and insurance concepts, marketing, underwriting of insurance policies as well as industry structure and regulatory environment.

Prerequisites: BUS 150, BUS 151

3 hours a week, 1 semester 3 credits. Spring 2013

BUS 315 PRINCIPLES OF INVESTMENTS

An examination of various facets of investment management. Topics studied include the analysis of equity and debt securities, portfolio construction and management for varying objectives, mutual funds, performance measurement, the functioning of the securities markets, and socially responsible investing

Prerequisite: ECO 120, BUS 219, or ACC 213

3 hours a week, 1 semester, 3 credits. Fall and Spring

BUS 324 ADVANCED MANAGERIAL FINANCE

This course examines in detail the cost of capital, leverage, dividend policy, management of working capital, long term financing and expansion or failure of corporations.

Prerequisite: BUS 219 and MAT 200

3 hours a week, 1 semester, 3 credits. Spring

INTERNSHIP

BUS 362 INTERNSHIP IN BUSINESS

A course designed to give an upper-division Business Major the opportunity to experience a formal business environment as an application of the principles studied in the various business disciplines. A member of the Business Faculty will plan the program with the student, supervise its implementation and relate to the representative of the business firm acting as liaison.

Prerequisite: Senior or Junior Business Major with cum of 2.7 or higher and with permission of the Department

1 seminar hour per week/100 hours in the professional setting.

1 semester, 3 credits. Fall and Spring

LAW

BUS 150 BUSINESS LAW I

Introduction to the legal environment of business. General survey of the legal system, courts and procedures. Study of the law of contracts, agency, partnership and corporations. The course uses the case and text method.

3 hours a week, 1 semester, 3 credits. Fall

BUS 151 BUSINESS LAW II

A continuation of Business Law I. Personal property, bailments, sales, commercial paper, creditors' rights, real property, secured transactions and regulation of business.

Prerequisite: BUS 150

3 hours a week, 1 semester, 3 credits. Spring

MANAGEMENT

BUS 100 PROCESS OF MANAGEMENT

An introduction to the business decision-making process through the study of the theory and practice of management. The manager's tasks: planning, organizing, directing and controlling are reviewed through reading and case studies. The student is introduced to the concept of strategic planning and in line with today's emphasis on productivity, particular attention is paid to human resources and motivation.

3 hours a week, 1 semester, 3 credits. Fall

BUS 130 ORGANIZATIONAL BEHAVIOR

An introduction to the study of management theory concerning human behavior in formal organizations. The student is given the opportunity to test theories through the analysis and discussion of a series of case studies.

Prerequisite: BUS 100

3 hours a week, 1 semester, 3 credits. Fall

BUS 230 HUMAN RESOURCES MANAGEMENT

A review of the theory of the effective management of human resources. The students examine employer-employee relations in such areas as equal employment opportunity practices, training and evaluation methods, compensation and reward or motivational programs, legal and regulatory requirements and the role of collective bargaining. The course utilizes the case method supplemented with an assigned text.

Prerequisite: BUS 100 or permission from the instructor

3 hours a week, 1 semester, 3 credits. Fall

BUS 261 BUSINESS AND THE ENVIRONMENT

Environmental issues are essential to decision-making in business. These issues are examined in light of their impact on various businesses and conversely the impact that business decisions have on the environment. Among the topics examined include economic and demographic forces, financial concerns of businesses, legal and political issues, consumption and sustainability.

3 hours a week, 1 semester, 3 credits. Fall 2012

BUS 275 BUSINESS IN A GLOBAL ENVIRONMENT

This course presents students with a global view of contemporary business. Techniques used by businesses to engage in international commerce are studied in conjunction with the cultural, social, economic, geographic, and political factors which affect the success of international business activities. Specific topics of study include international trade theories, global economic associations, the foreign exchange market, importing, exporting, global production systems, international marketing, and the assessment of the potential of specific international markets.

Prerequisites: MKT 200, ECO 120

3 hours a week, 1 semester, 3 credits. Fall

BUS 284 BUSINESS IN CYBERSPACE

This course explores all of the aspects of electronic/internet commerce. The field is evolving rapidly, and students read the latest materials. However, the main approach of the course is experiential. Students do hands-on exercises and explorations that develop their appreciation for the present electronic commerce environment, and also for what is likely to happen in the future.

Prerequisite: MKT 200, COM 140

3 hours a week, 1 semester, 3 credits. Fall and Spring

BUS 285 PRINCIPLES OF ENTREPRENEURSHIP

A course that examines how entrepreneurs search for innovative opportunities both within an organization and as a new enterprise. The student will utilize existing knowledge, and gain an understanding of the protocols and mechanisms needed to bring a product or service to market. Writing a business plan is an integral part of the course.

Prerequisites: MKT 200, BUS 219 or ACC 242, BUS 150

3 hours a week, 1 semester, 3 credits. Spring 2013, 2015

BUS 472 BUSINESS POLICY SEMINAR

An examination and integration of all the business aspects of an enterprise. The student is given the opportunity to review the principal functions of management such as production management, financing, human resources and marketing. The writing of a major paper is the focal point of the student's efforts.

For senior Business and Marketing Major students only.

3 hours a week, 1 semester, 3 credits. Spring

MARKETING

MKT 200 MARKETING

A study of the importance of marketing to society and to the economy, and its pivotal role in the business and non-profit sectors. The course provides a firm foundation in marketing principles and in the strategic marketing planning process.

3 hours a week, 1 semester, 3 credits. Spring

MKT 204 MARKETING PROMOTION AND ADVERTISING

An intensive review and study of the promotion and sale of products or services. Both conceptual and applied approaches to such areas as advertising and public relations are used. The student will be required to develop a report on a promotion plan for a product or service.

Prerequisite: MKT 200

3 hours a week, 1 semester, 3 credits. Spring 2013, 2015

MKT 208 PUBLIC RELATIONS

The study of Public Relations and its role as a communications and marketing tool. Corporate image, external and internal communications, and firms' relationships with various organizations are explored. Case study analysis and practice in writing press releases and other corporate communications are expected.

Prerequisite: MKT 200

3 hours a week, 1 semester, 3 credits. Spring 2012, 2014

MKT 302 RETAIL MANAGEMENT

A study of the marketing of goods and services to the final customer. Topics include the structure of contemporary American retailing, assortment planning, inventory control, customer service, price, promotion and location strategies, international retailing, and the interrelationship of retailing, society, and the economy.

Prerequisite: MKT 200, MAT 200

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

MKT 310 CONSUMER MOTIVATION AND BEHAVIOR

The examination of consumer motivation and behavior employing the disciplines of Anthropology, Psychology and Sociology. Freud, Skinner, and Maslow's theories are utilized. The purpose of the course is to enable the student to understand what motivates the consumer to buy and why.

Prerequisite: MKT 200

3 hours a week, 1 semester, 3 credits. Spring

MKT 316 MARKETING RESEARCH

A study of the various research methodologies used in solving marketing research problems. Includes Research Design and Data Collection Methods (surveys, questionnaire design, sampling) to enable the student to make the best possible decision in exploring solutions to marketing problems and opportunities. A complete Marketing Research report is required.

Prerequisites: BUS 222, MKT 200

3 hours a week, 1 semester, 3 credits. Fall 2012, 2014

Online Courses: The Department sometimes offers courses in an online format. Check the semester course schedule for details.



CHILD STUDY

S. Mary Ann Cashin, M.S., *Chairperson*

Susan Straut Collard, Ph.D., *Associate Chairperson*

The courses in Child Study are designed to prepare students to work with children in a variety of settings, including preschools, elementary schools, and special education facilities. The curriculum emphasizes a developmental approach toward children, with a strong grounding in the psychological foundations of child development and good educational practice. Various courses deal with children of all abilities and ages, from gifted children to those with severely delayed development, from newborns through childhood years. Emphasis is placed on practices which encourage inclusion of children with special needs and acknowledge the importance of cultural and linguistic diversity.

All students accepted into the department work toward a Bachelor of Arts degree in Child Study, with a 30-credit area of concentration in a field other than Child Study (as specified in the box on the next page). These students must maintain an average in their major of C (2.0) or higher. Transfer students are required to take at least 15 of the credits in Child Study at St. Joseph's College. Each student in this program is required to purchase and complete an e-portfolio.

Students who wish to teach, and who meet the academic and professional requirements of the department (see Child Study Guidelines), may elect to follow a certification plan. Successful completion of this more intensive program of study will qualify the student for initial certification in four areas: Early Childhood (birth-grade 2), Childhood (grades 1-6), Students with Disabilities: Early Childhood (birth-grade 2), and Students with Disabilities: Childhood (grades 1-6). These students must maintain an overall average and a major average of 2.8 or higher. The New York State Education Department requires that in order to obtain initial certification, a student must (a) have met the college's requirements for the bachelor's degree, which include a general education core, a content core, and a pedagogical core; (b) have passed the New York State Certification Examinations for each of the certifications; (c) have taken a Child Abuse workshop and a Prevention of School Violence workshop; and have completed a finger printing packet distributed by the State Education Department. At the time of graduation, there is a fee of \$50 payable to the New York State Education Department for each initial certificate. St. Joseph's College programs are accredited by the New York State Board of Regents.

Dillon Child Study Center

The Dillon Child Study Center is the campus laboratory school for the department. The program, opened in 1934, is registered by the New York State Department of Education and licensed by the New York City Department of Health. In addition to services described elsewhere in this catalogue, the Center affords observation and practicum experiences for students in the Child Study Department, which makes a special commitment to the importance of the early childhood years. The Dillon Center exemplifies for them an educational facility that meets the needs of typically developing children as well as children with disabilities at the early childhood level of instruction.

Susan Straut Collard, Ph.D., Educational Director.

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the **Core Curriculum Guide 2011**. Continuing students will follow the core curriculum in the 2009-2011 Catalogue.

Child Study Major

Required for initial certification in Early Childhood (birth-grade 2), Childhood (grades 1-6), Students with Disabilities: Early Childhood (birth-grade 2), and Students with Disabilities: Childhood (grades 1-6).

Freshman year: CS 101, 102

Sophomore year: CS 121, 208, 210, 211, SPC 102

Junior year: CS 301, 302, 309, 320, 323, 324, 325, SPC 224

Senior year: CS 352, 400, 413, 423

Prerequisites: CS 100 and 200 level courses are prerequisites for CS 300 level courses; CS 300 level courses are prerequisites for CS 400 level courses.

Area of Concentration: Majors must take a concentration of 30 credits in one of the following areas: English, History, Human Relations, Mathematics, Psychology, Science, Social Sciences, Sociology, Spanish, Speech Communication. Students should meet at least once per semester for advisement with the Chairperson/Associate Chairperson of the concentration to ensure that they are taking the appropriate courses to complete the concentration.

Core Curriculum:

All Child Study majors will take the following courses:

1 Art course

1 Music course

1 English Literature course

SPC 102 and SPC 224

1 year of college-level foreign language

1 Philosophy or Religious Studies course

1 American History course, and 3 of the following:

New York State History

World History

Psychology

Sociology

2 Lab Science courses

2 Non-computer Math courses

Writing for Effective Communication (ENG 103).

Student Teaching: To be eligible for student teaching (CS 413 and CS 423) in senior year, majors must have completed the Student Teaching packet by the end of the junior year. This includes obtaining a passing score on a Speech Check administered by a representative of the Communication Studies Department; this can be taken as early as sophomore year. Candidates must receive approval from the Child Study Recommendations Committee. The Committee determines whether the student has demonstrated (a) the personal and professional qualities necessary for teaching, (b) good communication skills (written and oral), and (c) a cumulative average and an average in the Child Study courses of 2.8 or higher. Application forms for student teaching for CS 413 and CS 423 must be submitted to the Coordinators of Field Placement within two weeks after registration days for seniors. A fee of \$25 will be charged for applications received after these dates. Majors should plan their programs so that a maximum of 13 to 14 credits will be taken in student teaching semesters to enable them to commit themselves to teaching responsibilities.

Articulation with Queensborough Community College: St. Joseph's has an articulation agreement with Queensborough through which QCC students who complete the A.A. degree in Liberal Arts and Sciences or the A.S. degree in Liberal Arts and Sciences (Mathematics and Science) may transfer to St. Joseph's for the B.A. in Child Study, which leads to teacher certification for Early Childhood, Childhood, and Special Education. Consult either school for specific details.

CS 101 CHILD PSYCHOLOGY AND DEVELOPMENT I

An introduction to the study of human development processes, theories and variations, which will include the impact of culture, disability, socioeconomic level, personal health and safety, nutrition and the principles and theories of development during the first two years of life. The course will address the concepts of collaboration and parent/child relationships, inclusion, past and present abusive and dangerous environments and the impact of technology on childbearing and child-rearing.

5 hours of directed observation of very young children.

3 lecture hours, 1 semester, 3 credits, Fall

CS 102 CHILD PSYCHOLOGY AND DEVELOPMENT II (PSY 120)

A study of the patterns of physical, cognitive, social/emotional development of the child age two through adolescence, with emphasis on the preschool and middle-childhood periods. Topics include theories and research applicable to the developmental sequences in cognition, play and peer relationships, parent/child relationships, prosocial and moral

development, cross-cultural perspectives, and contemporary issues of concern, such as poverty, divorce and abduction. The course includes the required NYS/NYC Board of Education curriculum in the identification and reporting of suspected child abuse or maltreatment.

5 hours of directed observation of children.

3 lecture hours, 1 semester, 3 credits. Spring

CS 121 PSYCHOLOGY OF THE EXCEPTIONAL CHILD

An introduction and overview of the human development of persons with the full range of disabilities and special health care needs, also including the gifted, and the effect of those disabilities and needs on learning and behavior. Emphasis will consider skills in networking and collaborating with parents and multidisciplinary teams for services, and the necessity of following legislative procedures to access and maintain services. The course will address the utilization of assistive technologies that will maximize independence as well as concerns related to cultural diversity and inclusion. Fieldwork hours required for Secondary Education students will be arranged by the Secondary Education Department.

3 lecture hours, 1 semester, 3 credits. Fall and Spring

CS 208 EARLY CHILDHOOD: CURRICULUM, METHODS & MATERIALS

An interactive exploration of early childhood curriculum and practices focusing on children from birth to grade two. Course content will be based on developmentally appropriate practices reflective of research based pedagogy and integration of technology in the classroom. Students will acquire increasing competency in forming parental partnerships, collaborations with other professionals and paraprofessionals and creating environments conducive to multiculturalism and inclusion. Students will plan and implement lessons within their fieldwork experience in the campus based Dillon Child Study Center.

2 lecture hours, 1 semester, 2 credits. Fall and Spring

CS 210 PRESCHOOL EDUCATION PRACTICUM

A practicum in the Dillon Center laboratory school for one semester of the sophomore year. Intensive study of preschool education from the child development point of view. Emphasis on the role of the teacher and assistant as reflective planners for the needs of typical children and children with disabilities and their parents. Exposure to guiding behavior, planning activities and the importance of individual differences in planning activities and selecting materials appreciating children's cultural backgrounds, individual needs and interests.

30 hours of participation in the preschool. 1 credit. Fall and Spring

CS 211 FOUNDATIONS OF CHILDHOOD EDUCATION

A study of the school from the historical, sociological, educational and philosophical perspectives. The course will explore legislation as it relates to rights and responsibilities of teachers, students, parents, community members and school administrators. The course is designed to introduce the concepts of instructional planning, motivation, classroom management, as well as the school's response to AIDS, drug/alcohol abuse, child abuse and abduction, and the effect of culture, poverty and socio-economic level on learning. Skills in the use of technology as it relates to classroom instruction and planning will be addressed.

30 hours of guided fieldwork observation, Grades 1-6

3 lecture hours, 1 semester, 3 credits. Fall and Spring

CS 301 LITERACY AND LANGUAGE IN THE PRIMARY GRADES

A study of theoretical perspectives and practices of the reading process as set forth by the National Council of Teachers of English and the International Reading Association. The course is designed to focus on language acquisition and literacy development by native English speakers, students who are English language learners and students with special language/literacy learning needs. The course content emphasizes skill in developing reading assessment strategies, listening, speaking, writing, reading skills, instructional planning and the design of materials for all students including students with disabilities. Opportunities to apply technology to the teaching of reading will be explored as well as opportunities for collaboration between supervising teachers, students, parents and colleagues.

2 lecture hours and a junior practicum: 1 morning each week for the entire semester (a **minimum** of 35 contact hours) in an inclusive setting (grades 1-2). 1 semester, 3 credits. Fall and Spring

CS 302 LITERACY AND LANGUAGE IN THE INTERMEDIATE GRADES

A study of theoretical perspectives and practices of the reading process as set forth by the National Council of Teachers of English and the International Reading Association. This course will focus on skills in the area of instructional planning as well as the listening, speaking, reading, writing and assessment of reading skills of all students including students with disabilities and special learning needs. Literacy development by native English speakers and students who are English language learners will be addressed. Opportunities for the design and adaptation of curriculum and materials for students in the intermediate grades in Social Studies as well as for students with special learning and cultural needs in inclusive settings will be considered. Consideration will be given to the identification and use of appropriate technological hardware and software applicable on the intermediate level.

Prerequisite: CS 301

2 lecture hours and junior practicum: 1 morning each week for the entire semester (a **minimum** of 35 contact hours) in grades 4-6, 1 semester, 3 credits. Fall and Spring

CS 309 MATHEMATICS AND SCIENCE IN THE
ELEMENTARY SCHOOL

A course designed to present the concepts, methods, and materials of developmental mathematics and science currently taught in the elementary schools. Topics include problem solving, assessment, use of manipulatives, hands-on experimentation, lesson planning, and the social and psychological principles underlying mathematics and science instruction. The design and development of innovative instructional materials, including application of technological knowledge and skills for individualizing instruction are integral parts of this course.

3 lecture hours, 1 semester, 3 credits. Fall and Spring

CS 320 EDUCATIONAL ASSESSMENT

A study of the fundamentals of formal and informal assessment for use with students from the entire continuum of placements, including students from general education, students who are at risk, and students who are receiving or being considered for special education services. Students will learn to participate in the assessment process and to use the assessment data to plan and modify instruction as part of a collaborative multidisciplinary team. Topics will include descriptive statistics and score conversions; graphing; legal and ethical aspects of assessment; possible cultural bias in tests; test construction, and an overview of commonly-used norm referenced tests to intelligence, academic achievement, language and behavior. Practice in administering and scoring, by hand or computer, various standardized tests and skill in using these resources to enhance teaching.

2 lecture hours, 1 semester, 2 credits. Fall and Spring

CS 323 CHILDREN WITH LEARNING DISABILITIES

An introduction to the study of children with learning disabilities. Topics include theoretical perspectives, formal and informal assessment, teaching methodologies and materials, diversified learning styles, the use of technology in teaching and learning, and current research trends in the field. The effect of factors in the home, school, and community are considered, as well as the impact of students' culture, heritage, and history on their development and needs. The importance of home-school relationships in the support of student learning is emphasized. With an emphasis on inclusion, the course is designed for both general and special education teachers.

3 lecture hours, 1 semester, 3 credits. Fall and Spring

CS 324 SPECIAL EDUCATION: CURRICULUM, METHODS,
AND MATERIALS I

This course is an interactive exploration of the nature of early childhood students within the full range of disabilities and special health care and cultural needs, and the effect of those disabilities and needs on learning and behavior. Opportunities will be provided for skill development in identifying strengths, planning, designing and adapting instruction and materials, collaborating with teachers and parents to prepare students with disabilities and special needs to attain their highest levels of academic achievement and independence in the inclusive setting. Students will explore the use of assistive and instructional technology in teaching and learning.

Prerequisite: CS 121

2 lecture hours and a **minimum** of 35 contact hours in an inclusive setting (preschool-grade 2). 1 semester, 3 credits. Fall

CS 325 SPECIAL EDUCATION: CURRICULUM. METHODS,
AND MATERIALS II

A study of the nature of childhood students within the full range of disabilities and special healthcare and cultural needs, and the effect of those disabilities and needs on learning and behavior. In self-contained and inclusive settings, students will implement skills in designing and adapting materials and curriculum, learn to prioritize strengths and prepare students with severe disabilities to attain their highest level of vocational achievement and independence. The use of assistive and instructional technology in teaching and learning will be observed, adapted and implemented in the fieldwork placement.

2 lecture hours and a **minimum** of 35 contact hours in an inclusive setting (grades 4-6). 1 semester, 3 credits. Spring

CS 352 CLASSROOM MANAGEMENT

A course designed to develop the necessary teaching skills needed to promote a positive atmosphere in the classroom. A variety of models, theories and philosophies pertaining to classroom management will be explored and opportunity for application will be provided.

Prerequisite: CS 211

1 credit, 15 lecture hours. Summer and Fall

CS 400 RESEARCH IN CHILD DEVELOPMENT AND
CHILDHOOD EDUCATION

Introduction to research in the fields of child development and education. With individual guidance, students select a topic of interest, review relevant literature, arrange for a sample of participants, conduct a simple project exploring this topic, and write up their research following APA standards. (*Grade of C- or higher required for successful completion of this course.*)

1½ lecture hours, individual appointments. 1 semester, 3 credits. Fall and Spring

CS 413 SUPERVISED STUDENT TEACHING

Observation and supervised practice teaching in early childhood and childhood settings arranged to meet the requirements of the initial certificates in Early Childhood and Childhood in New York State. Lesson planning for content areas: English Language Arts, Mathematics, Science and Social Studies. Required weekly seminar.

(*Grade of 2.8 or higher required for a student to be recommended for New York State Certification.*)

Prerequisite: Approval of Recommendations Committee.

One semester in the schools: 20 days in grades 1-2 and 20 days in grades 4-6, 4 credits. Fall and Spring

CS 423 SPECIAL EDUCATION STUDENT TEACHING

Observation and supervised student teaching in self-contained, special education classes or inclusive classes, arranged to meet the requirements of the initial certificates for Children With Disabilities: Early Childhood and Childhood. Opportunities are provided for reflection and demonstration of adaptive teaching procedures and the design of materials to meet special learning, behavioral and cultural needs. Required weekly seminars.

(*Grade of 2.8 or higher required for a student to be recommended for New York State Certification.*)

Prerequisite: Approval of Recommendations Committee.

One semester in a special class: 20 days in grades 1-2 and 20 days in grades 4-6, 4 credits. Fall and Spring

Master of Arts in Literacy and Cognition: For information about this program, consult the Graduate Catalogue.

COMMUNICATION STUDIES

Julie Raplee, M.S., CCC-SLP, *Chairperson*

Rosemarie Hamlin, M.S., CCC-SLP, *Associate Chairperson*

Communication studies is a multi-faceted department emphasizing three areas of study. Courses in the department help students to develop confidence and poise, become better listeners, learn how to gain and hold attention in speech situations, acquire the means of effectively expressing their convictions, and receive training in the skills of interpretative reading and character portrayal. Other courses within the department focus upon various aspects of speech-language pathology and audiology, providing an introduction to these fields and satisfying requirements for graduate study. Training in the arts of human communication, rhetoric, and performance studies, as well as the sciences of speech-language pathology and audiology, leads to the Bachelor of Arts in Speech. In this way, students are prepared for a variety of careers in a society that is becoming increasingly dependent upon effective communication and more aware of people with communication disorders.

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the ***Core Curriculum Guide 2011***. Continuing students will follow the core curriculum in the 2009-2011 Catalogue.

Major: 33 credits

In keeping with the liberal arts tradition of the College, a general major is offered with courses selected from the arts and sciences of Speech Communication.

The following courses are required to complete the major: SPC 102, 115, and 218.

Electives: 24 credits selected from the entire range offered and with departmental guidance according to the student's interests and needs.

Students who plan to pursue a career in Speech-Language Pathology should note that the following courses may be required for graduate school admission: SPC 212, 218, 220, 319, 320, 340, 342, 410, and 424.

Bilingual Option: Students may choose to major in Speech Communication and minor in Spanish in order to develop bilingual skill. Six courses in Spanish will be completed with advisement from the Department of Modern Languages; the emphasis should be on grammar, composition, and conversation.

Area of Concentration 30 Credits Required

SPC 102, 218 and 224 are required. Additional choices should be made with departmental guidance according to the student's interests, with a maximum of 9 credits at the 100 level. Acceptance of transfer credits is at the discretion of the Chairperson.

Minor (18 credits with no more than 9 credits in 100 level courses) SPC 102, SPC 115, and SPC 218 are required. Elective courses should be selected with departmental advisement to complement the student's major field of study.

Minor in Theatre (18 credits with no more than 9 credits in 100 level courses)

Elective courses should be selected with departmental advisement to complement the student's major field of study.

Acceptance of transfer credits is at the discretion of the Chairperson or Associate Chairperson.

SPC 102 SPEECH COMMUNICATION

A study of the speech communication process - its basic theories and principles and their application in guided speech experiences, including public speaking and group discussion.

3 hours a week, 1 semester, 3 credits. Fall and Spring

SPC 112 INTRODUCTION TO SIGN LANGUAGE

Introduction to basic sign language with emphasis on the development of expressive and receptive signing skills. Exploration of the fundamentals of deaf culture, American Sign Language, and the models of communication used by deaf persons.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall

SPC 115 VOICE AND DICTION

Designed for the acquisition of improved pronunciation and articulation. Correct inflection patterns, semantic choices, and vocal projection are studied and practiced.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall and Spring

SPC 130 INTRODUCTION TO THE THEATRE

A study of the origins of theatre; an examination of the elements of theatre and its relationship to life; student participation in theatre experiences.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Spring 2013

SPC 204 INTERPERSONAL COMMUNICATION

A study of interpersonal communication dynamics; an examination of communication theory as it relates to various social and work situations; student participation in interpersonal experiences.

Prerequisite: SPC 102

3 hours a week, 1 semester, Fall 2013

SPC 205 INTERCULTURAL COMMUNICATION

An introduction to the sociological and psychological factors that influence communication among people of different cultures. Lectures and discussions will focus on developing an understanding of the all-too-common barriers to effective communication found today in business, teaching, social work, government, etc.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Spring 2013

SPC 206 BUSINESS AND PROFESSIONAL COMMUNICATION

The study of speech communication in business, professional and community organizations. Group discussion, interviews, listening skills, resumes, and the planning of presentations and meetings are emphasized.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall 2012

SPC 208 LISTENING THEORIES AND APPLICATIONS

A study of the processes of listening: theories, components, and factors impacting its effectiveness. Special attention given to application of theory and the building of listening skills.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Spring 2012

SPC 212 PHONETICS

Detailed study of the phonemes of English; transcription of standard and non-standard pronunciation and dialects in the International Phonetic Alphabet.

Prerequisite: SPC 102

3 hours a week, 3 credits. Fall and Spring

SPC 217 ORAL INTERPRETATION OF LITERATURE

The aim of the course is to stimulate the appreciation of literature through study and practice in the oral interpretation of poetry, narrative prose and dramatic literature.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Spring 2012

SPC 218 NORMAL LANGUAGE DEVELOPMENT

An intensive study of typical language development, theory and practice as advocated by leading researchers in the field.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall and Spring

SPC 220 SOUND AND THE AUDITORY MECHANISM

A study of the physics and acoustics of sound as related to human communication.

Prerequisite: SPC 218 or with departmental approval.

3 hours a week, 1 semester, 3 credits. Fall

SPC 222 NONVERBAL COMMUNICATION

The analysis and application of nonverbal cues and their effects on interpersonal and intercultural communication. Emphasis is on communication by means of body movement (kinesics), spatial relationships (proxemics), and vocal cues (paralanguage); by means of touch (haptics), physical appearance and dress, and physical behavior and communication through objects.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Upon demand.

SPC 224 CHILDREN'S LITERATURE AND ORAL EXPRESSION

An appreciation of our rich heritage of children's literature through exposure to noted stories, authors and illustrators (both historic and modern). Experiences in storytelling and creative interpretation of children's literature through various media.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall and Spring

SPC 225 PSYCHOLOGY OF SPEECH COMMUNICATION

An introduction to the psychological study of spoken language that examines the nature and origin of animal and human communication. A special emphasis on various psycholinguistic processes including thought, understanding, and speaking.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall

SPC 228 ACTING I

A performance class that applies basic principles of Stanislavski technique to the study of acting as art and craft. Exercises in pantomime, improvisation, monologue, and scene work help to develop the actor's physical and vocal instrument, as well as the imagination, concentration, and relaxation key to performance.

Prerequisite: SPC 102. May not be taken by students who have taken SPC 132.

3 hours a week, 1 semester, 3 credits. Fall 2011

SPC 229 ACTING II

A performance class emphasizing advanced work in building a character through an application of Stanislavski's principles of sensory awareness, emotional recall, and character study. Students achieve a thorough understanding of the text and sub-text of the comic and dramatic scenes they perform and also insure an informed, detailed, and polished performance by reading and analyzing the dramatic literature from which their scenes are drawn

Prerequisite: SPC 228 or permission of the instructor. May not be taken by students who have taken SPC 230.

3 hours a week, 1 semester, 3 credits. Spring 2013

SPC 235 PLAY PRODUCTION

A study of the principles involved in the mechanical aspects of play production: organization and direction of amateur dramatic groups; practice in stage design and the business of house management.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

SPC 270 SMALL GROUP DISCUSSION

Students will evaluate various group communication theories and practices that encourage rational and democratic decision-making through cooperative thinking. For students engaged in education, management, public relations and other problem-solving and decision-making situations.

Prerequisite: SPC 102, not open to freshmen

3 hours a week, 1 semester, 3 credits. Spring 2012

SPC 302 AMERICAN MUSICAL THEATRE

An exploration of this uniquely American genre of theatre including its roots in minstrelsy, vaudeville, comic burlesque, revue, and operetta, as well as the array of artists that have contributed to it.

Prerequisite: SPC 102

3 hours a week, 1 semester, 3 credits. Fall 2012

SPC 304 DIRECTING

Advanced work in the process of directing a play. Effective playscript selection, play analysis and research, production conception, casting, rehearsal, and giving and receiving of criticism are studied and practiced. Students assemble and direct a play of their choice that is performed before a live audience.

Prerequisite: SPC 235 or permission of instructor

3 hours a week, 1 semester, 3 credits. Spring 2012

SPC 319 SPEECH-LANGUAGE PATHOLOGY I

A study of the causes and symptoms of speech and language disorders. Functional disorders are given special emphasis. Diagnostic and remedial techniques are explored.

Prerequisite: SPC 218

3 hours a week, 1 semester, 3 credits. Fall

SPC 320 SPEECH-LANGUAGE PATHOLOGY II

An intensive study of major speech and hearing disorders. Organic speech pathologies emphasized. Diagnostic and remedial techniques.

Prerequisite: SPC 319 or departmental approval

3 hours a week, 1 semester, 3 credits. Spring

SPC 340 AUDIOLOGY

A study of the nature of hearing loss – its causes and prevention. Consideration of medical and surgical treatment, prosthetic devices, and educational provisions. Study of diagnostic and rehabilitative techniques.

Prerequisite: SPC 220 or permission of the instructor.

3 hours a week, laboratory requirements. 1 semester, 3 credits. Spring

SPC 342 AURAL REHABILITATION

Study of the basic principles of speech reading and auditory training within a comprehensive program. Methods and materials in both areas and their application in the training of persons with auditory and/or perceptual disabilities.

Prerequisites: SPC 340 or departmental approval.

3 hours a week, 1 semester, 3 credits. Spring

SPC 350 ADVANCED SPEECH COMMUNICATION

This course builds on the foundation provided in SPC 102. Emphasis on enhanced delivery skills and more sophisticated analysis of audience and selected persuasive strategies; targeting of presentations to higher level concepts, as well as specialization and professional areas.

Prerequisites: SPC 102

3 hours a week, 1 semester, 3 credits. Spring 2013

SPC 400 INTERNSHIPS

An internship program will provide students with work experience in a professional setting. The work will complement academic studies while providing practical experience. The intern will work jointly with a supervisor from the work setting and a faculty member from the College. The student will spend eight hours per week in an appropriate work place which will provide typical professional experience. A journal, final paper and 100 hours in the professional setting are required.

Prerequisites - Juniors or Seniors with a 2.75 cumulative index and the permission of the department. The student's talents and aptitude will be taken into consideration. The course is an elective and may be taken only once.

1 seminar hour a week, 1 semester, 3 credits. Fall and Spring

SPC 410 ANATOMY, PHYSIOLOGY, AND NEUROLOGY OF THE SPEECH AND HEARING MECHANISM

Study of the anatomy, physiology, and neurology of the vocal, speech and hearing apparatus, as well as an introduction to voice and speech science.

Prerequisite: SPC 320

3 hours a week, 1 semester, 3 credits. Fall

SPC 424 CLINICAL PROCEDURE AND PRACTICE

Case discussions and demonstrations in diagnosis and remedial treatment. Twenty-five hours of clinical observation.

Prerequisites: SPC 319, 320, 340

2 class hours and 2 laboratory hours per week, 3 credits. Spring

CO-CURRICULAR WORKSHOP IN DRAMATICS may be offered for academic credit in accordance with the policy that students may earn 1/2 academic credit per semester for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty. Consult the Moderator and Director of Chapel Players.

Online Courses: The Department sometimes offers courses in an online format. Check the semester course schedule for details.



COMPUTER SCIENCE

St Joseph's College offers a major in Computer Information Systems, minors in Computer Science and Computer Information Systems, and a certificate in Information Technology Applications. A full description of these programs and all Computer Science courses is given in a special section under the Mathematics Department beginning on page 164.



CRIMINAL JUSTICE

Barbara Morrell, Ph.D., *Chairperson*

Joseph E. Pascarella, Ph.D., *Associate Chairperson*

Criminal Justice Major: (36 credits) The interdisciplinary major in Criminal Justice requires students to complete one track (Juvenile Justice, Mental Health, Law and Justice, Community Correctional Alternatives) along with the required courses. All Criminal Justice majors must take the following CORE courses: BIO 225, PHI 160, SOC 100 or 136, and PSY 100 in preparation for the major. Courses should be selected in consultation with the Criminal Justice Associate Chairperson. A minimum average of C is required. A maximum of 15 credits may be transferred toward the major.

<i>Required Courses</i>		<i>Elective Tracks</i>	
CJ 158	3	Juvenile Justice (9 cr.)	Law and Justice (9 cr.)
CJ 244	3	CJ 257	3 POL 280
CJ 266	3	PSY 220	3 PSY 290
CJ 277	3	SOC 220	3 SOC 237
CJ 324	3	SOC 254	3 SOC 249
CJ 342	3	Mental Health (9 cr.)	Community Correctional
CJ 400	3	PSY 261	Alternatives (9 cr.)
POL 203	3	PSY 271	3 CJ 245
SOC 243	3	PSY 290	3 CJ 246
		PSY 360	3 CJ 247
			3 CJ 248

Certificate in Criminology/Criminal Justice

For a description of the program leading to this certificate, see page 228.

CJ 158 CRIMINAL JUSTICE ADMINISTRATION

An overview of the history, structure and function of the police, prosecutor, judicial and correctional organizations, and their interrelatedness. Through readings and an examination of Supreme Court cases, policy issues such as sufficient evidence, use of discretion and legal concerns will be discussed.

3 hours a week, 1 semester, 3 credits. Fall and Spring

CJ 244 CORRECTIONS (FORMERLY SOC 244)

An investigation into the various punitive and rehabilitative philosophies and practices employed by the correctional field in dealing with crime and criminality. Topics include: history of corrections, theories of punishment, death penalty, sentencing, effectiveness of rehabilitation, community supervision, and restorative alternatives.

Prerequisite: Non majors—no prerequisite. CJ majors—prerequisite CJ 158

3 hours a week, 1 semester, 3 credits. Spring

CJ 245 COMMUNITY CORRECTIONAL ALTERNATIVES

This course will explore the historical development of probation and parole in the United States as well as current treatment philosophies, and strategies for supervision. It will focus on the relationship between prisons and the community and community-based correctional alternatives. Topics such as boot camps, electronic monitoring, drug courts, halfway houses, and intensive supervision will be explored with an emphasis on evaluating the empirical effectiveness of these alternatives. Speakers, field visit.

Prerequisite: CJ 158

3 hours a week, 1 semester, 3 credits.

CJ 246 RESTORATIVE JUSTICE

Restorative Justice presents a new paradigm of community justice focusing on the three parties involved in crime: the offender, victim, and community. Crime is seen as an injury to people and the community, and thus the focus of justice shifts to repairing those injuries, with all parties participating in the outcome: vindication of the victim, opportunities of accountability and rehabilitation of the offender, and peace and public order for the community. Contrasts between the Restorative Justice Approach and the traditional retributive response to crime will be undertaken. Topics will include: mediation, victim-offender reconciliation, family group conferencing, community service, and offender reintegration. Films, speaker.

Prerequisite: CJ 158

3 hours a week, 1 semester, 3 credits.

CJ 247 CORRECTIONAL REHABILITATION AND REENTRY

This course will examine innovative rehabilitation methods and programs from prevention, to correctional practice, to post-release. Students will be provided with knowledge about evidence-based practices and policies and their underlying theoretical frameworks. Topics will include: Risk and Need assessment, Gender specific Treatment Programs, Substance Abuse programs, etc.

Prerequisite: CJ 158

3 hours a week, 1 semester, 3 credits.

CJ 248 WOMEN AND CRIME

The focus of this course is on women in the criminal justice system as victims, offenders, and professionals. Relevant theories (such as a discussion of the feminist criminological perspective), policies, and empirical studies, as well as the historical, socio-political, and cultural forces that gave rise to them will be examined. Topics may include: domestic violence and women who kill, women's trajectory into crime, runaways, drug use, girl gangs, female police officers, and mothers behind bars. Films, speakers.

Prerequisite: CJ 158

3 hours a week, 1 semester, 3 credits.

CJ 257 JUVENILE JUSTICE

A study of the history and current philosophy and practice of the juvenile justice system, and the social, economic and political forces which have brought it to its present state. Students will examine the current levels and trends of juvenile delinquency and violence along with juvenile justice responses to them. Current issues such as transfer of juveniles to adult court, New York State PINS law, and Restorative Justice will be included.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall

CJ 266 LAW ENFORCEMENT AND POLICING

An examination of the evolution of public policing as an institution of social control, law enforcement policy and procedure, the organizational and administrative aspects of law enforcement, the role that police play in addressing crime as a social problem, the formation of police values and subculture, police discretion, and an understanding of the critical issues and challenges facing crime control today.

Prerequisite: CJ 158

3 hours a week, 1 semester, 3 credits. Fall and Spring

CJ 277 CRIMINAL PROCEDURE

An examination of significant Supreme Court decisions, which define the parameters of acceptable police conduct and individual rights in their interaction with the police and criminal courts. An exploration of the unique issues relating to New York State—specific criminal procedure laws, understanding of crime, law and procedure, coverage of the Bill of Rights and the Constitutional limits of law, which is essential in dealing with the criminal justice population.

Prerequisite: CJ 158

3 hours a week, 1 semester, 3 credits. Fall

CJ 324 RESEARCH METHODS IN CRIMINAL JUSTICE

A fundamental understanding of research design and data analysis in criminology and Criminal Justice. The course will examine quantitative and qualitative research methods (experimental design, quasi-experimental design, surveys, field research, secondary data analysis), types of data and measurement, probability, and sampling techniques.

Prerequisite: CJ 158

3 hours a week, 1 semester, 3 credits. Fall

CJ 342 INTERNSHIP IN CRIMINAL JUSTICE

The internship is designed to give Criminal Justice majors, in their senior year, an experience working with a professional in a criminal justice agency. Students are placed in agencies congruent with their interests. Students are expected to work a minimum of 120 hours during the

semester. Additional requirements include a journal of activities and completion of a major paper. Weekly seminar meetings will be held.

Prerequisite: CJ 158

3 hours a week, 1 semester, 3 credits. Fall and Spring

CJ 359 INDEPENDENT STUDY IN CRIMINAL JUSTICE

An opportunity for the student to do advanced work in a specialized area.

Open to juniors and seniors in Criminal Justice Department, with departmental approval.

3 credits.

CJ 370 SPECIAL TOPICS IN CRIMINAL JUSTICE

This course will examine specialized issues in the criminal justice field, which are not covered in depth in the existing course offerings. It will allow professors in one of the multi disciplines within Criminal Justice to teach their area of expertise to students and facilitate interaction between faculty and students. Such topics may include (but not be limited to) DNA and Exonerations, the Supreme Court throughout the Eras, Psychology of the Criminal Mind, etc.

Prerequisite: CJ 158

3 hours a week, 1 semester, 3 credits.

CJ 400 CAPSTONE SEMINAR IN CRIMINAL JUSTICE

The senior capstone course is based on readings and discussion of major works in the field of crime and the administration of justice. Original works are discussed in the context of the history of ideas, political ideologies, and contemporary developments. Seminar paper required.

Prerequisite: CJ 158

3 hours a week, 1 semester, 3 credits. Spring

Online Courses: The Department sometimes offers courses in an online format. Check the semester course schedule for details.

EDUCATION (SECONDARY)

S. Nancy Gilchrist, Ed.D., *Chairperson*

S. Margaret Buckley, Ed.D., *Associate Chairperson*

The Education Department, in keeping with New York State Standards and guidelines, seeks to prepare students for Initial Certification in Adolescence Education with majors in biology, chemistry, English, history, mathematics, and Spanish, in New York State Approved Programs as effective February 2, 2004. The St. Joseph's College Adolescence Education programs are accredited by the New York State Board of Regents.

The programs, grounded in the tradition of the liberal arts, provide students with a core curriculum and appropriate depth and breadth of knowledge in their major field. (See specifics required of majors in their respective field.) Close collaboration exists among major departments and the Education Department in the preparation of teachers.

For entrance into the secondary education program, all students will be required to file a formal application in the Education Office. A College average of 2.8 is required and an acceptable grade in a writing sample. Thereafter, students must maintain a 2.8 GPA College-wide, in their major field, and in their Education coursework, including methods courses. In addition, an application must be made for student teaching before registering for Education 473. Each student in this program is required to purchase and complete an e-portfolio.

Professional competence is developed through a sequence of courses that integrate theory and practice, as well as through 100 hours of fieldwork in the middle and secondary schools prior to student teaching. These field experiences introduce the prospective teacher to working with students and teachers in a variety of situations and in roles of increasing responsibility.

St. Joseph's collaborates with Brooklyn Technical High School in its competency-based program. Faculty of both institutions work together to assist students to develop the knowledge, skills, and attitudes needed by competent teachers.

All students preparing to teach must demonstrate acceptable expository writing, and the ability to utilize new technologies. Workshops in the latter area will be available for all candidates. In addition, students must complete a year of the same modern language at the College level, and two approved speech courses (three for English majors), with a Speech GPA no lower than 3.0.

In addition to the academic requirements of the College, and in accordance with the regulations of the Regents of the State of New

York, to gain Initial Certification teacher candidates must achieve passing scores on the New York State Teacher Certification Examinations. Beginning in the sophomore year, all students should be fingerprinted. Certification also requires evidence of participation in a Child Abuse Workshop and a Violence Prevention and Intervention Workshop, both of which will be provided at the College.

Candidates usually enter the program as sophomores. Other students may elect Education courses with the permission of the department.

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the **Core Curriculum Guide 2011**. Continuing students will follow the core curriculum in the 2009-2011 Catalogue.

Adolescence Education (Grades 7-12)

Teacher of Biology	Mathematics
Teacher of Chemistry	Social Studies
Teacher of English	Spanish

Required Courses (25 credits)	credits
EDU 115	3
PSY 220	3
CS 121	3
EDU 234	2
EDU 240	3
EDU 360	3
EDU 361-366	2
EDU 473	6

Required Speech Courses (6 or 9 credits)	
SPC 102	3
SPC 115 or 205	3
SPC 217 (for English majors only)	3

Students wishing to gain a 5-6 extension of their Initial Certification may choose to take EDU 250 and EDU 251.

EDU 115 EDUCATIONAL PSYCHOLOGY

An introduction to the psychological foundations of education, aimed at developing basic competence in the understanding of growth and development, the psychology of personality and adjustment, the assessment and handling of individual differences, and the psychology of learning. A minimum of 20 hours of fieldwork required.

Usually taken in sophomore year.

3 hours a week, 1 semester, 3 credits. Fall

EDU 234 SOCIOLOGICAL AND PHILOSOPHICAL
FOUNDATIONS OF EDUCATION

An inquiry into the process of education as seen by the historian, sociologist and the philosopher. Examination of selected contemporary problems within an historical context, with emphasis on the needs of the urban school and a multicultural society. The effects of socioeconomic factors, violence/abuse, and health and safety issues on student learning. A minimum of 20 hours of fieldwork required.

Usually taken in junior year.

2 hours a week, 1 semester, 2 credits. Spring

EDU 240 ADOLESCENT LITERACY

This course will provide an introduction to teaching literacy in its broadest sense, the ability to communicate effectively and efficiently. Emphasis will be placed on the teaching of reading and writing at the secondary level content areas, with the integration of instructional technology. Students will learn to develop strategies for working with students with diverse needs and learning styles.

Prerequisite: EDU 115

3 hours a week, 1 semester, 3 credits. Spring

EDU 250 INTRODUCTION TO MIDDLE SCHOOL

Participation in this course will extend the knowledge and expertise of prospective secondary level educators in middle-level school philosophy. The middle school child requires an educational program developmentally responsive to the needs and characteristics of young adolescents that is appropriate and tailored for their academic, physical, and psychosocial development. The historic evolution of middle level education, the NYS Essential Elements of Middle School, as well as the academic structure and organization of middle schools shall form the core of this course.

Prerequisite: EDU 115

3 hours a week, 1 semester, 3 credits. Fall

EDU 251 LITERACY ACQUISITION: MIDDLE SCHOOL YEARS

This course introduces students to different theories of literacy acquisition/development at the middle school level. The following topics are also introduced: the evolution of American reading instruction, language acquisition, linguistic universals, emergent literacy, creating classroom environments that facilitate literacy acquisition/development, formal vs.

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informal literacy assessment practices, specific reading/writing approaches in the content area, and assessment and instructional strategies that address different aspects of the reading process. Each of these topics will be viewed through the lens of the middle school adolescent perspective.

Prerequisite: EDU 115

3 hours a week, 1 semester, 3 credits. Spring

EDU 256 TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

A study of the theory, methods and materials used in the teaching of English to speakers of other languages. Topics include the cultural, psychological and linguistic considerations in teaching/learning a second language and the place of ESL.

Departmental approval required

2 hours a week, 1 semester, 2 credits. Offered when there is sufficient demand.

Senior Methods Block

The general and special methods courses, taken just prior to student teaching, are considered an integrated block, with a team of college instructors working together with high school teachers to help students develop competence. The total experience includes regular field work, supervised by the college, in one or more schools where students observe, tutor, assist with small groups, and begin to teach. General and special methods courses must be taken during the same semester. These method courses and student teaching cannot be transferred from another institution.

During the fall semester, students spend one morning a week in Brooklyn Technical High School as part of their methods courses.

EDU 360 METHODS OF SECONDARY EDUCATION

A combined college-field course, seeking to develop competence in areas of common concern to secondary school teachers: curriculum, methods, materials of instruction, planning, assessment, content reading strategies, classroom management, study skills, and technology. Microteaching and classroom observation and practice. A minimum of 20 hours of fieldwork required.

Prerequisites: EDU 115, PSY 220, Departmental approval

3 hours a week, 1 semester, 3 credits. Fall

**EDU 361 METHODS OF TEACHING ENGLISH IN
SECONDARY SCHOOL**

A study of aims, curriculum, methods, and materials for the teaching of the language arts: composition, literacy, language, technology, literature, and reading. Observation and practice in teaching. A minimum of 20 hours of fieldwork required.

Prerequisite: Departmental approval; Corequisite: EDU 360
2 hours a week, 1 semester, 2 credits. Fall

**EDU 363 METHODS OF TEACHING HISTORY AND SOCIAL
STUDIES IN SECONDARY SCHOOL**

A study of objectives, values, and problems of teaching history and social studies; curriculum and materials; classroom strategies and techniques including written, oral, and performance-based assessment; content reading and technology. Observation and practice in teaching. A minimum of 20 hours of fieldwork required.

Prerequisite: Departmental approval; Corequisite: EDU 360
2 hours a week, 1 semester, 2 credits. Fall

**EDU 364 METHODS OF TEACHING MATHEMATICS IN
SECONDARY SCHOOL**

A study of objectives and methods of teaching mathematics; recent curricular developments in pedagogy, content reading, and technology and their impact on methodology; assessment techniques. Observation and practice in teaching. A minimum of 20 hours of fieldwork required.

Prerequisite: Departmental approval; Corequisite: EDU 360
2 hours a week, 1 semester, 2 credits. Fall

**EDU 365 METHODS OF TEACHING MODERN LANGUAGE IN
SECONDARY SCHOOL**

A study of varied approaches to language learning; integration of culture and language; curriculum, materials, and planning for teaching. Observation and practice in teaching. A minimum of 20 hours of fieldwork required.

Prerequisite: Departmental approval; Corequisite: EDU 360
2 hours a week plus field work, 1 semester, 2 credits. Fall

**EDU 366 METHODS OF TEACHING SCIENCE IN
SECONDARY SCHOOL**

A study of aims, methods, and materials for teaching the physical and biological sciences. Content reading, technology and application of assessments for both lab and written work. Observation, demonstrations, and practice in presenting lessons. A minimum of 20 hours of fieldwork required.

Prerequisite: Departmental approval; Corequisite: EDU 360
2 hours a week plus field work, 1 semester, 2 credits. Fall

EDU 473 SUPERVISED TEACHING IN SECONDARY SCHOOLS

Observation and supervised practice teaching, a minimum of five mornings a week, in a secondary school for a full semester. Students will have experience in grades 7-9 and 10-12. Concurrent group and individual conferences, reports, self-evaluation, content reading strategies, drug and alcohol education, as well as workshops in Child Abuse and SAVE.

Student teaching can only be entered into after the satisfactory completion of all coursework and fieldwork.

Prerequisites: Two approved speech courses; approval of Faculty Recommendations.

1 semester, 6 credits. Spring

Career Education

The following courses are offered as a service to all students in the College by the Director of Counseling and Career Services.

EDU 180 SELF EXPLORATION AND CAREER SEARCH I

An interdisciplinary approach to expanding the knowledge of oneself in relation to the choice of a career. Sources of information include the evaluation of one's values, skills, aptitudes and abilities and how they pertain to a future profession.

Suggested for sophomores and juniors.

75 minutes a week for 10 weeks, 1 credit. Offered when there is sufficient demand.

EDU 181 CAREER SEARCH II

An interdisciplinary approach to career possibilities and the skills needed to secure employment in today's market. Resume preparation, professional correspondence, the application process and interviewing skills are included.

Suggested for juniors and seniors.

75 minutes a week for 10 weeks, 1 credit. Offered when there is sufficient demand.

ENGLISH

Judith R. Phagan, D.A., *Chairperson*

Patricia S. Gabel, M.A., M.Phil., *Associate Chairperson*

As one of the formative experiences of civilized life, the study of literature is an integral part of every person's intellectual development. All students, therefore, are encouraged to take a course in the 100 range which will extend the skills attained in Writing for Effective Communication and focus them on an understanding and appreciation of literary genres worldwide or of the multi-ethnic dimensions in American literature.

Courses at the 200 level are delimited geographically and historically and aim at more sophisticated literary study; 300 level courses explore the works of individual themes or authors; 400 level courses are generally restricted to junior and senior majors. The wide spectrum of literary and historical periods covered in the English department offerings provides for comprehensive background and the possibility of specialization in such areas as Major Authors, the American Experience, British Literature, and Creative Writing.

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the **Core Curriculum Guide 2011**. Continuing students will follow the core curriculum in the 2009-2011 Catalogue.

The Major: 39 credits in addition to those earned in ENG 103.

One course must be in literature of the English Renaissance and one must be in the area of Medieval literature before 1550.

In addition:

Required of Juniors by end of junior year

ENG 400, 404, 405 9 credits

Required of Seniors

ENG 487, ENG 402, ENG 403 9 credits

An average of B-, 2.7 or higher, must be achieved and maintained in the 400 level "capstone" courses.

Secondary Education: 39 credits in addition to those earned in ENG 103.

The 39 credits must include ENG 400 and one course in each of the following: American, British, World Literature.

Three Speech courses are required: SPC 102, 217, 115 or 205.

Area of Concentration for Child Study Majors: 30 credits in English in addition to those earned in English 103; 18 of the 30 credits must be in courses above the 100 level; ENG 400, ENG 404, ENG 405.

The Minor: 18 credits in English, American or World Literature, i.e., those courses listed in the catalogue including or above ENG 112. Twelve of these credits must be at or above the 200 level.

N.B. for Transfer Students:

Because the English Department requires that 18 of the 39 major credits be in courses at the 200 level or above, transfer students who have completed a program in Creative Writing will probably need all 18; those who have taken a literature sequence will have each course evaluated in reference to the St. Joseph's College Catalogue. Introductory courses will transfer at the 100 level; more specialized studies may transfer at the 200 level. Developmental or remedial courses do not count toward the major; neither does any standard Composition course which is a College requirement.

A maximum of 18 English credits may be accepted for the major.

Minor and English Major Track in Film/Media Studies: 18 credits including ENG 111, with at least 12 credits at the 200-level or above. For details, see Interdisciplinary Programs page 226. No more than six credits in Film/Media courses may be counted toward the English major or concentration.

ENG 103 WRITING FOR EFFECTIVE COMMUNICATION

Analysis and application of the principles of effective writing. Skills development in the performance of various writing tasks. Research techniques are also implemented.

3 hours a week, 1 semester, 3 credits. Fall and Spring

ENG 105 CREATIVE WRITING

Introduction to creative writing; various exercises in prose fiction, non-fiction, poetry, and playwriting; opportunity to develop skill in gothic style, fantasy, and humor.

Prerequisite: English 103 or written permission of the chairperson.

3 hours a week, 1 semester, 3 credits. Spring 2012

ENG 106 DRAMATIC AND VISUAL WRITING

A course in script-writing designed to give students an opportunity to develop skill in the writing of short and/or long works for stage and/or screen. Students will also be expected to read work in progress and criticize each other's writing in class.

3 hours a week, 1 semester, 3 credits. Spring 2012

ENG 107 FICTION WRITING

A course in advanced writing designed to give students an opportunity to develop skill in the writing of the short story. Students will also be expected to read work in progress and criticize each other's writing in class.

3 hours a week, 1 semester, 3 credits. Fall 2012

ENG 108 JOURNALISM

Designed to introduce students to the principles of journalistic writing, the basic elements and issues of news stories, and the expository and investigative techniques essential for successful communication in the mode.

3 hours a week, 1 semester, 3 credits. Fall 2012

ENG 109 ANALYTICAL WRITING

Emphasis on increasing student skill in the use of logical progression, clarity, analysis, and illustration in writing. Attention to grammar, sentence and paragraph structures, punctuation, and usage as backdrop to effective exposition, argumentation, and editing of written material.

Prerequisite: ENG 103 or equivalent.

3 hours a week, 1 semester, 3 credits. Spring

ENG 110 COMMUNICATION FOR PROFESSIONALS

This course is designed to provide students with communication theories and proficiencies needed in professional organizations. Students will study the structural principles of this type of communication and its specialized writing techniques and formats, strengthen critical and editing skills, polish grammar and vocabulary, examine verbal and non-verbal communication modes, develop expertise in speaking and listening effectively.

3 hours a week, 1 semester, 3 credits. Fall

ENG 111 THE LANGUAGE OF FILM

A study of what is probably the most current and most popular form of communication. Film lectures will center on the history and development of film as an art form; class sessions will also include the viewing of selected short and feature films as well as discussion and written evaluation. This course does not fulfill core requirement.

3 hours a week, 1 semester, 3 credits. Spring 2012

ENG 112 CLASSICAL LITERATURE

CLA 112

A study of the human experience as reflected in the classic texts of East and West. Contributors to this study and to the foundations of culture are the authors of the *Bhagavid Gita*, *Gilgamesh*, and other eastern luminaries as well as Homer, Aeschylus, Sophocles, Euripides, and Virgil. This course may be credited to Classics or English.

3 hours a week, 1 semester, 3 credits. Spring

ENG 113 INTRODUCTION TO DRAMA

Reading and discussion of plays representative of the richness in varying cultures and periods of World Drama designed to ask and answer the question: "What is the underlying, basic notion of the dramatic form?"

3 hours a week, 1 semester, 3 credits. Spring

ENG 114 INTRODUCTION TO POETRY

A study of selected poems which embody the varieties of cultural experience. Poetic techniques will be examined in the work of diverse voices such as Rios, Lord, Giovanni, Angelou, and Brooks.

3 hours a week, 1 semester, 3 credits. Fall

ENG 115 THE SHORT STORY

Definition, characteristics, developmental history, and stylistic trends of the short story as a literary form in different cultural traditions. Reading and interpretation of representative modern short stories both in English and in translation.

3 hours a week, 1 semester, 3 credits. Fall and Spring.

ENG 119 A RAINBOW OF VOICES

This course explores the ethnic richness which characterizes American literary history. Emphasis is placed on African-American, Native-American, and Asian-American literature, as well as on the Chicano and Puerto-Rican contributions to this complex and yet closely woven tapestry.

3 hours a week, 1 semester, 3 credits. Spring 2012

ENG 123 FICTIONAL NARRATIVE

An introductory survey of fictional narrative as exemplified in the novel and short story. Salient examples of each genre will be read and discussed.

3 hours a week, 1 semester, 3 credits. Fall

ENG 124 POETRY AND DRAMA

An introductory survey of poetic and dramatic forms. Exemplars will be chosen from diverse periods in literary history.

3 hours a week, 1 semester, 3 credits. Spring

ENG 125 AN INTRODUCTION TO MAGAZINE WRITING

This course will focus on longer-length, non-fiction articles; it is not a course in creative writing. Students will read and analyze articles in mainstream consumer and trade publications, receiving feedback from professional freelance writers. Including tips for breaking into the field of freelance writing, as well as the different types of rights pertinent to authors and publishers. Covered also are the writing of query letters, the formal proposal of article ideas, sources lists, and the conducting of interviews. Course may not be used for the core curriculum.

3 hours a week, 1 semester, 3 credits. Fall 2012

ENG 140 MIRACLES AND MASSACRES
(SPN 140)

"Miracles and Massacres: Jews, Christians, and Muslims in Early English and Spanish Literature," examines ethnic, racial and religious identity as represented in English and Spanish literature of the 12-16th centuries. In addition to enduring questions of conflict, diversity, and cross-cultural exchange, the course explores political and social relations among the religious communities particular to the medieval world and the Renaissance. The course includes an active online component and culminates with a study abroad experience in southern Spain.

Open to second semester freshmen.

3 hours a week, 1 semester, 3 credits. Spring 2012

ENG 199 SUPERVISED INTERNSHIP

Designed to give professional experience in a business organization whose activities require the communication and research skills developed by English majors. The student is expected to work 100 hours with or without remuneration during the internship, keep a log, and submit a paper applying the skills developed in various English courses to the internship assignment. A member of the English faculty will supervise the internship and will receive and consider the evaluations made by a representative of the business in assessing student performance.

1 semester, 3 credits.

ENG 211 FILM/MEDIA GENRE

Focused study of the history, criticism, and theory of genre (Westerns, gangster films, musicals, melodramas, science-fiction films, etc.) as the concept relates to film and media then and now. Approaches will vary among studies of Hollywood and of other selected national cinemas, periods, movements, and filmmakers.

3 hours a week, 1 semester, 3 credits. Spring 2012

ENG 212 FILM/MEDIA AUTHORSHIP

Focused study of the history, criticism, and theory of authorship as the concept relates to film and media then and now. Approaches will vary among studies of the processes of adaptation and/or the work of creative figures (directors, writers, producers, stars, etc.) within Hollywood and other selected national cinemas, periods, and movements.

3 hours a week, 1 semester, 3 credits. Spring 2013

ENG 213 FILM/MEDIA AND SOCIETY

Focused study of the history, criticism, and theory of film and media as social practices, with an emphasis on historical contexts and cultural ideologies, then and now. Approaches will vary among studies of Hollywood and other selected national cinemas, periods, movements, and filmmakers.

3 hours a week, 1 semester, 3 credits. Fall 2013

ENG 214 FILM/MEDIA FORM

Focused study of the narrative, dramatic, and poetic formal practices of film and media, with an emphasis on analyzing storytelling style among Hollywood and other selected national cinemas, periods, movements, and filmmakers.

3 hours a week, 1 semester, 3 credits. Spring 2013

ENG 218 MEDIEVAL IMAGINATIONS
(FORMERLY MEDIEVAL LITERATURE)

This course provides an inclusive introduction to medieval literatures and cultures, surveying a range of texts and topics that situate medieval English literature within its global context. Readings will include Middle English literature as well as translations from Anglo-Saxon, Arabic, and European literatures produced between 500 and 1500AD. The instructor will focus the syllabus around major genres, questions, problems, or themes at his/her discretion.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Fall 2012

ENG 219 LITERATURE OF THE ENGLISH RENAISSANCE

Nondramatic literature of the English Renaissance as exhibited in the more important works in verse and prose of such representative writers as More, Sidney, Spenser, Marlowe, and Shakespeare.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

ENG 221 SEVENTEENTH CENTURY LITERATURE

The prose and poetry of the seventeenth century with religious, political, and social backgrounds; the Puritan, the Cavalier, and the Metaphysical writers of the century; the Restoration and its literature.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Spring 2012

ENG 222 THE AGE OF JOHNSON

The prose and poetry of the eighteenth century with political and social backgrounds from the time of Pope through the days of Dr. Johnson; discussion of the beginnings of romanticism.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Spring 2012

ENG 233 PROSE AND POETRY OF THE ENGLISH ROMANTIC MOVEMENT

A study of the works, including poetry and prose, of the six major Romantic poets; Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Fall 2012

ENG 234 VICTORIAN PROSE AND POETRY

A study of representative Victorian poets and prose writers such as Tennyson, Browning, Mill, Arnold, Newman and Hopkins; current social and intellectual movements with relation to the literature of the period.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Spring 2012

ENG 243 NINETEENTH CENTURY BRITISH NOVEL

A study of the major nineteenth century novelists from Jane Austen to George Eliot.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Fall 2012

ENG 245 MODERN BRITISH NOVEL

Beginning with Thomas Hardy, this course will explore the many and developing facets of the modern British novel. The novelists' interest in experimental techniques of continental fiction will also be addressed.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Spring 2012

ENG 253 MODERN POETRY

Detailed analysis of Eliot, Frost, Yeats, and Stevens with emphasis (shifting) on such poets as: Berryman, Brooks, Hughes, Larkin, Heaney, Moore, Sexton, Williams and others.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Spring 2012

ENG 255 COMEDY

This course will survey the richness of American and European comedy from ancient Greek and Roman drama through Theater of the Absurd to the contemporary television sitcom. Students will read, interpret, and apply theories of comedy from Aristotle to Henri Bergson to Larry David. Readings may include: Aristophanes, Plautus, Shakespeare, Moliere, Wilde, Synge, Beckett, Ionesco (and others).

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Spring 2012

ENG 256 THE BIBLE AS LITERATURE

A study of the historical development of the Bible; literary analysis of selections from the Old Testament with emphasis on poetic and narrative elements.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Fall 2011

ENG 258 AMERICAN RENAISSANCE

This course will include a study of the major fiction, non-fiction, and poetry of American writers from 1820–1890, the period of romanticism, transcendentalism, nationalism, abolitionism, and realism.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Spring 2012

ENG 259 MODERN AMERICAN NOVEL

An examination of the new fictional techniques and thematic concerns of the American novel beginning with Henry James and including such writers as: Wharton, Hemingway, Fitzgerald, Dreiser, Lewis, Ellison, Wright, Momaday, and Morrison.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Fall 2013

ENG 261 AFRICAN AMERICAN LITERATURE

A study of the contributions of the African-American community to the literature of the United States. The course will include folktales, the lyrics of spirituals, gospel and jazz compositions, slave narratives, works from the Harlem Renaissance and works of major writers such as Frederick Douglass, Harriet Jacobs, Langston Hughes, Zora Neale Hurston, Ralph Ellison, James Baldwin, Toni Morrison, Alice Walker.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Fall 2012

ENG 262 RESONANT VOICES

This course will introduce students to a range of writers representing the more contemporaneous international literary scene. It is intended to expand and deepen their knowledge of figures and genres outside the traditional canons of American and British literature. Longer and more sophisticated works of such diverse authors as the following will be studied: Chinua Achebe, Jorge Luis Borges, Nadine Gordimer, Tato Laviera, Gabriel Garcia Marquez, V.S. Naipaul, Wole Soyinka, Derek Walcott, Naguib Mahfouz (and others).

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Spring 2012

ENG 263 AMERICAN LITERATURE, 1890–1945

This course will include a study of the major fiction, non-fiction, poetry, and drama of American writers from the period of realism, naturalism, industrialism, immigration, World War I, modernism, the jazz age, the Depression, and World War II.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Fall 2012

ENG 264 AMERICAN LITERATURE SINCE 1945

This course will include a study of the major fiction, non-fiction, poetry, and drama of American writers from World War II to the contemporary era.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Fall 2012

ENG 265 LITERATURE AND THE ENVIRONMENT

This course will survey important writings on nature and introduce students to “eco-criticism,” an approach to literature that emphasizes a study of the role of place and environment in the expression of important literary themes. Major authors of study may include Henry David Thoreau, Walt Whitman, Robert Frost, Ursula Le Guin, N. Scott Momaday, Leslie Marmon Silko, Rachel Carson, and Derek Walcott.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Spring 2013

ENG 303 CONTINENTAL MASTERWORKS

An examination of acclaimed masterpieces (in translation) from Western literary traditions other than the English. Selected from the following: *Song of Roland*, Dante’s *Comedy* and other works, Boccaccio’s *Decameron*, Erasmus’ *Praise of Folly*, Cervantes’ *Don Quixote*, Voltaire’s *Candide*.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Fall 2011

ENG 305 CHAUCER

This course focuses on the writings of Geoffrey Chaucer and covers enduring themes and issues in Chaucer criticism, such as class, religion, politics, love, England, internationalism, and the authority of the vernacular.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

ENG 320 MILTON

Reading and interpretation of *Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, together with Milton's minor poems and selections from his prose. Class discussions and reports suggested by the study.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Spring 2012

ENG 332 SHAKESPEARE

Reading and interpretation of some of Shakespeare's best loved and most widely known works; study of the types of Shakespeare's plays, structure and character development, major themes.

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Fall

ENG 370 SELECTED THEMES OR TOPICS OF LITERARY
INTEREST

This course deals with literary issues, developments, or problems not covered in depth in the regular course offerings. It enables students to take advantage of faculty expertise in diverse and mutually interesting areas. Recent offerings have showcased (or will highlight) such topics as: "African-American Women Writers," "Out of Africa & India: Modern English Literature," "The Immigrant Voice in America," "The African-American Literary Consciousness," "Thomas Malory and the Emergence of King Arthur in Medieval Literary Types."

Prerequisite: a 100-level literature course

3 hours a week, 1 semester, 3 credits. Fall and Spring

ENG 400 SCHOLARLY WRITING ABOUT LITERATURE

Introduction to the techniques of written textual analysis, including the role of literary theory in the production of scholarly writing.

Required of English majors and concentrates by the end of their junior year.

3 hours a week, 1 semester, 3 credits. Fall and Spring

ENG 402-403 ADVANCED SURVEY OF ENGLISH LITERATURE
AND LITERARY CRITICISM

A capstone consideration of the literature of England from earliest Anglo-Saxon writing through the twentieth century. Historical, philosophic and social backgrounds are factored in, and theories of literary criticism are discussed where applicable.

Required of English majors by the end of their senior year.

3 hours a week, 2 semesters, 6 credits. Fall and Spring

ENG 404 ADVANCED SURVEY OF AMERICAN LITERATURE
 TO 1865

A detailed consideration of the diverse components of American literature, from its beginnings to the Civil War.

Required of English majors and concentrates by the end of their junior year.

3 hours a week, 1 semester, 3 credits. Fall

ENG 405 ADVANCED SURVEY OF AMERICAN LITERATURE
 SINCE 1865

A detailed consideration of the diverse components of American literature, from the Civil War to the present.

Required of English majors and concentrates by the end of their junior year.

3 hours a week, 1 semester, 3 credits. Spring

ENG 487 THE SENIOR THESIS

A focused, research-oriented project. Its product is the senior thesis.

Required of English majors in their senior year.

Mentored, independent study, 1 semester, 3 credits. Fall only.

CASSETTE COURSES

To encourage independent work, the English Department offers courses in American and other literatures in which lectures are on tape and students respond by means of study guides. Permission of the instructor or chairperson required.

*ENG 237 MODERN AMERICAN DRAMA (Cassette Course)

A study of the major American dramatists of the twentieth century. By means of cassettes and study guides, plays from at least seven authors will be considered.

2 credits.

A third credit can be obtained through the completion of an extended research paper. For the third credit, consultation with the supervising professor will be necessary.

*ENG 238 MODERN EUROPEAN DRAMA (Cassette Course)

This course will investigate the development of modern drama in the European tradition from Ibsen to the Absurdist. Tapes and study guides are provided. Independent study.

2 credits.

An additional credit can be earned through the completion of an extended research paper. For this credit, consultation with the supervising professor will be necessary.

** If offered in satisfaction of the core curriculum, course must be taken for 3 credits.*

CO-CURRICULAR WORKSHOP IN YEARBOOK may be offered for academic credit in accordance with the policy that “students may earn 1/2 credit per semester for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty.” Consult the Moderator of the Yearbook.

Online Courses: The Department offers courses in an online format. Check the semester course schedule for details.



FINE ARTS

The arts embody some of the highest aspirations of the human spirit. Convinced of this, the Fine Arts Department seeks to introduce students to the enjoyment of the masterpieces of art and music. They are taught to develop their taste and deepen their critical sense as they pursue introductory work. Additional courses are offered for those students who desire further enrichment or development of creative expression.

ART

Dawn Lee, M.F.A., *Chairperson*

E. Jane Beckwith, M.F.A., *Associate Chairperson*

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the **Core Curriculum Guide 2011**. Continuing students will follow the core curriculum in the 2009-2011 Catalogue.

Minor in Art: 18 credits. Students may choose to emphasize studio or art history or may combine courses in both. All students must take at least one art history and one art studio course. At least two courses must be at the 200 level.

Art Appreciation

ART 100 THE UNDERSTANDING AND APPRECIATION OF ART

A study of the creative impulse as expressed in painting, architecture and sculpture from prehistoric times to the twentieth century, with emphasis on art as a reflection of the religious, cultural and social attitudes of the times. Illustrated lectures, discussions and museum visits.

3 hours a week, 1 semester, 3 credits. Fall, Spring Fee \$50

ART 103 ART AND ARCHITECTURE IN WESTERN EUROPE

An intensive field trip experience in which students will visit, study and experience the architecture, sculpture and painting of Europe. Guided tours and lectures by St. Joseph's faculty along with native guides will offer students a complete aesthetic experience. Slide and lecture presentations on campus, given during the Spring semester, will precede the trip. A final daily log of travel experiences and museum visits will be submitted for evaluation. The research paper is due one month after the completion of the tour.

12 hours on campus, tour 10 days. May be taken for 2-3 credits.
Spring

ART 104 ART AND ARCHITECTURE: A WORLD VIEW

Students study the painting, sculpture, and architecture of a particular country. The course includes lectures, research and writing projects, as well as group discussions. Two museum visits are required. A trip may be offered as an optional part of the course.

3 hours a week, 1 semester, 3 credits. Spring

ART 105 THE VISUAL ARTS IN A GLOBAL WORLD

A field trip experience in which students will study the visual arts of non-European countries. Guided tours and lectures by St. Joseph's College Faculty along with local guides will offer students a comprehensive aesthetic appreciation of the culture they are studying. Lectures on campus will precede the trip. Students will be required to keep a daily log. Research paper due one month after return.

12 hours on campus, tour 10 days, 2 credits. May be taken for 3 credits with completion of a research project. Offered when there is sufficient student demand.

ART 185 ART AS COMMUNICATION

An introduction to the fine and functional arts. Analysis of how the painter, sculptor and architect use art elements and materials as a means of expression and communication. Discussion of the relationship of art to human needs and the role of art in daily life: the community, school, home and religion. Studio projects and illustrated lectures.

3 hours a week, 1 semester, 3 credits. Fall and Spring Fee \$70

ART 200 HISTORY OF ART I

An in-depth study of painting, sculpture and architecture from pre-historic times to the late 13th century, exploring the relationship of the visual arts to the religious, social and cultural milieu of each historical period.

There is no prerequisite for this course.

3 hours a week, 1 semester, 3 credits. Fall

ART 201 HISTORY OF ART II

An in-depth exploration of the chronological development of painting, sculpture and architecture from the Renaissance to the late 19th century, with emphasis on the visual arts as a reflection of the various religious, cultural and social attitudes of the times.

There is no prerequisite for this course.

3 hours a week, 1 semester, 3 credits. Spring

ART 202 HISTORY OF MODERN ART

An in-depth study of modern painting, sculpture and architecture from the late nineteenth century to the present. Students will examine principles of contemporary art and the historical development of the diverse styles of this era. Illustrated lectures, discussions, visits to museums and galleries.

There is no prerequisite for this course.

3 hours a week, 1 semester, 3 credits. Spring

Fee \$50

ART 220 HISTORY OF WOMEN ARTISTS

This art history course traces the art of women artists from the Renaissance to the present. Focusing on the contributions of a selection of women artists, the course will provide a broad overview of their achievements. In addition to the more famous names like Artemisia Gentileschi, Frida Kahlo and Georgia O'Keeffe, the list expands to include other women painters, sculptors and numerous contemporary artists from across the globe

There is no prerequisite for this course.

3 hours a week, 1 semester, 3 credits. Fall

Fee \$50

ART 225 HISTORY OF PHOTOGRAPHY

Students will be provided with an overview of photographic history from its beginning to the present day. They will be introduced to specific terminology of the technical and aesthetic aspects of the medium, as well as significant styles, trends and photographers from the 1830s to the 1990s. The course will examine the social and cultural influences on photography and photography's role in everyday life.

3 hours a week, 1 semester, 3 credits. Spring

Fee \$50

ART 227 ISSUES IN VISUAL CULTURE

Visual culture is central to how we communicate. Our lives are dominated by images and by visual technologies that allow for the local and global circulation of ideas, information and politics. In our increasingly visual world, how can we best decipher and understand the many ways that our everyday lives are organized around looking practices and the images we encounter each day? This course will be an exploration of issues and applications of everyday aesthetics that contain powerful technological, social, cultural and economic factors.

3 hours a week, 1 semester, 3 credits. Fall 2012, 2014

Studio

The emphasis of studio courses is to guide students in discovering, developing and expressing their creative potential. Exposure to varied approaches and techniques offers the beginning, as well as the advanced student, a broad scope for individual growth and expression. A \$65–\$100 materials fee will be charged in all studio courses.

ART 153 THREE-DIMENSIONAL DESIGN

This course will emphasize the planning and construction of projects applying the basic elements and principles of three-dimensional design. Students will work with a variety of materials such as clay, plaster, and wood to create sculptural forms that are considered from multiple views. Vocabulary of design terminology will be developed both in word and practice. Classes will include lectures, in-class projects and group critiques.

3 hours a week with additional studio time, 1 semester, 3 credits. Fall and Spring

ART 163 CRAFTS AS AN ART FORM I

An introduction to craft techniques that encourage creative expression as well as an understanding of the cultural history behind the forms. A variety of media may be used including clay, mosaic, enamel, textile, glass, and/or wood.

3 hours a week with additional studio time, 1 semester, 3 credits. This course may be taken for 2 credits with permission. Fall 2009, 2011

Fee \$85

ART 173 PHOTOGRAPHY I

An exploration of photography that concentrates on making good photographs, emphasizing composition and content. Traditional 35mm film cameras with laboratory processing. Simple studio lighting and portrait photography. Digital photography with PhotoShop manipulation. Alternative techniques: pinholes, photo illustrations, sun prints, photographs.

3 hours a week with additional studio time, 1 semester, 3 credits. This course may be taken for 2 credits with permission. Fall Fee \$100

ART 183 DRAWING I

An introduction to the skills and creative possibilities of drawing. This course is designed to enable the students to discover and develop their own unique styles and expressive qualities. Group discussion and analysis develops a critical awareness of the work of others as well as their own.

3 hours a week with additional studio time, 1 semester, 3 credits. This course may be taken for 2 credits with permission. Fall 2011, 2013

Fee \$85

ART 184 PAINTING I

Varied techniques, materials and approaches to painting are explored to develop and expand the students' capabilities and modes of expression.

3 hours a week with additional studio time, 1 semester, 3 credits. This course may be taken for 2 credits with permission. Spring 2013, 2015
Fee \$100

ART 186 CERAMICS I

A basic course in methods of working with clay including firing and glazing techniques. Emphasis will be given to the development of good structural form and decorative design.

3 hours a week with additional studio time, 1 semester, 3 credits. This course may be taken for 2 credits with permission. Spring Fee \$85

ART 263 CRAFTS AS AN ART FORM II

A more advanced exploration of one or more crafts in which the student pursues an individual, in-depth and personal approach to the craft form.

Prerequisite: ART 163 or department approval

3 hours a week with additional studio time, 1 semester, 3 credits. Fall 2011, 2013 Fee \$85

ART 267 COMPUTER ASSISTED GRAPHIC DESIGN WORKSHOP

A basic course with individual projects to suit career needs. Preparation for exhibitions, planning publicity, advertising brochures and posters. Students will use the computer and laser printer in the production of their campaigns.

3 hours a week with additional studio time, 1 semester, 3 credits. Fall 2011, 2013 Fee \$50

ART 283 DRAWING II

Based upon the drawing concepts developed in ART 183, the student progresses to more sophisticated drawing concepts and investigates various wet and dry media.

Prerequisite: ART 183 or departmental approval

3 hours a week with additional studio time, 1 semester, 3 credits. Fall 2011, 2013 Fee \$85

ART 284 PAINTING II

A continuation of the concepts and skills of painting in which the student works toward a greater awareness of a personal statement and development of painting skills.

Prerequisite: ART 184 or departmental approval

3 hours a week with additional studio time, 1 semester, 3 credits. Spring 2011, 2013 Fee \$85

ART 286 CERAMICS II

An advanced ceramics course in which the student builds upon and reinforces previous ceramic experience in order to skillfully develop a personal expression through clay.

Prerequisite: Art 186 or departmental approval

3 hours a week with additional studio time, 1 semester, 3 credits.
Spring Fee \$85

CO-CURRICULAR WORKSHOP IN ART may be offered for academic credit in accordance with the policy that students may earn 1/2 academic credit per semester for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty. Consult the Moderator of the Art Club.

Online Courses: The Department sometimes offers courses in an online format. Check the semester course schedule for details.

DANCE

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the ***Core Curriculum Guide 2011***. Continuing students will follow the core curriculum in the 2009-2011 Catalogue.

DAN 101 TECHNIQUE AND SOURCES OF MODERN DANCE

A comprehensive course designed to provide students with an understanding of both the physical and creative aspects of dance. Emphasis on movement training in modern dance techniques. An introduction to dance as an art form: history and criticism, elements of choreography, the relationship of dance to other arts. No previous dance experience required.

3 hours a week, 1 semester, 3 credits. Spring

DAN 103 DANCE THROUGH THE AGES

An overview of the historical and social aspects of dance from early ballet to the present day. Various forms of dance will be performed. In addition, the development of dance as an art form will be studied through dancing, literature, film, and video. No previous dance experience required.

3 hours a week, 1 semester, 3 credits. Fall

DAN 104 INTRODUCTION TO HIP HOP DANCE (PE 104)

This course will introduce students to the movement fundamentals of the hip hop dance vocabulary. In addition, it will develop general movement skills, coordination and improve overall conditioning. Open to all levels.

2 hours a week, 1 semester, 1 credits. Fall

DAN 107 INTRODUCTION TO LATIN DANCE
(PE 107)

This course will introduce students to the movement fundamentals of the varied forms of Latin dance. In addition, it will develop general movement skills, coordination and improve overall conditioning. Open to all levels.

2 hours a week, 1 semester, 1 credits. Fall

DAN 110 DANCE MOVEMENT I
(PE 122)

This class will focus on the fundamental techniques of dance movement, emphasizing expression and form. Exploring movement in space and the fundamentals of rhythm, the class will develop movement skills and coordination. Open to all levels.

2 hours a week, 1 semester, 1 credit. Fall

DAN 112 INTRODUCTION TO TAP DANCE
(PE 129)

This course will introduce the student to the technique and fundamentals of tap dancing. Students will have the ability to develop their skills as well as strengthening their tap sounds and quality. The class will consist of a warm up, across the floor work, and end with a combination. Open to all levels.

2 hours a week, 1 semester, 1 credit. Spring

DAN 113 INTRODUCTION TO THEATER DANCE
(PE 130)

This class will introduce the student to theater jazz with a focus on technique, style, and performance. The class will consist of a warm up, across the floor work, and end with a combination. A range of Broadway musicals and choreographers from classic to modern will be covered. Open to all levels.

2 hours a week, 1 semester, 1 credit. Spring

DAN 118 INTRODUCTION TO AFRO-CARIBBEAN DANCE
(PE 118)

This course will explore the fundamentals of movement in Afro-Caribbean Dance. Students will have the ability to develop skills in isolations and polyrhythmic movement as well as developing general movement skills and coordination. Open to all levels.

2 hours a week, 1 semester, 1 credit. Fall

DAN 201 TECHNIQUE AND SOURCES OF MODERN DANCE II
A continuation of Dance 101 with an emphasis on choreography.
Prerequisite: DAN 101 or DAN 103

3 hours a week, 1 semester, 3 credits. Fall

DAN 270 SPECIAL TOPICS IN DANCE

This course will include various issues in dance not covered in depth in the regular course offerings of the department. It will enable students to take advantage of faculty expertise in areas of interest to both faculty and students.

3 hours a week, 1 semester, 3 credits.

CO-CURRICULAR WORKSHOP IN DANCE may be offered for academic credit in accordance with the policy that students may earn 1/2 credit per semester for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty. Consult the Moderator of the Dance Club.

MUSIC

Leon Bernardyn, M.M., G.P.D., *Chairperson*

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the ***Core Curriculum Guide 2011***. Continuing students will follow the core curriculum in the 2009-2011 Catalogue.

Music History Minor: 18 credits including six music history courses. 9 credits must be above the 100 level.

MUS 100 THE UNDERSTANDING AND ENJOYMENT OF MUSIC

This is a course in active listening through a survey of musical compositions from ancient times to present. Illustrative media, required attendance at one concert.

3 hours a week, 1 semester, 3 credits.

MUS 101 THEORY I

Introduction to basic theory: intensive drill in notation and visual recognition in treble and bass clefs of key signatures, scales, intervals and meters; development of a sense of tonality through basic sight singing and melodic dictation.

3 hours a week, 1 semester, 3 credits.

MUS 104 EVOLUTION OF AMERICAN MUSIC

A review of the growth of music in the United States from early American folk music to the complex and simple styles which exist today. This course is a study of the evolution of American music, the diversity of which is reflected in its multicultural population.

3 hours a week, 1 semester, 3 credits. Fall and Spring

MUS 113 GREAT FIGURES IN MUSIC

This course explores the lives and music of the “greats.” Students will travel through time as they encounter musicians from all genres and countries. Seven different musical figures will be selected as students discover the grand scope of music. Similarities and differences among the composers will be considered.

3 hours a week, 1 semester, 3 credits.

MUS 115 SURVEY OF EUROPEAN CLASSICAL MUSIC

A chronological study of western classical music from the Middle Ages to the present. This course will investigate the evolution of western classical music from its inception with vocal music to the multimedia status of this century.

3 hours a week, 1 semester, 3 credits. Fall and Spring

MUS 205 JAZZ

The phenomenon of jazz resounds far deeper than the music itself. It is a true manifestation of American ideals: democracy in action, freedom of choice through improvisation, and a national identity in music for African Americans. Class discussions of the lives of jazz performers and repertoire will be presented in their social and historical context. Illustrative media, required attendance at one concert.

3 hours a week, 1 semester, 3 credits. Fall and Spring

MUS 206 THE OPERA

The evolution of the opera. Historical background of the great composers. Representative recordings to supplement the lectures. Analysis of several individual operas. Required attendance at an opera performance.

3 hours a week, 1 semester, 3 credits.

MUS 210 THE ROMANTIC ERA

Musical thought in the 19th century. The Romantic Movement as manifested in music. Changing forms of musical composition such as the symphony, concerto and opera. Special study of the works of Schubert, Schumann, Chopin, Brahms, Berlioz, Wagner and Verdi.

3 hours a week, 1 semester, 3 credits.

MUS 211 DEVELOPMENT OF MUSIC IN MOTION PICTURES

This course examines film from the musical perspective: how music can enhance the desired effect of corresponding drama and images. A variety of films will be analyzed from the classics of accomplished directors to popular films of today. Historical and other relevant background of selected music will be discussed. Through contrast and comparison, students will develop a greater understanding of how music is used in motion pictures and how this ultimately influences and shapes our perception of culture in the past, present, and future.

3 hours a week, 1 semester, 3 credits.

MUS 212 LATIN AMERICAN MUSIC

This course is an introduction to Latin American music. Including the music of Cuba, Brazil, and Argentina, Latin American Music intends to provide the students with a closer perspective on the genre. Topics will include a discussion of instrumental music, translations of vocal text, as well as a focus on the percussive elements. Concerning the latter, a large part of the class will be spent introducing students to the principal elements of playing Latin percussion. They will be expected to play these instruments in class as an attempt to experience music rather than only observing it.

3 hours a week, 1 semester, 3 credits. Fall and Spring

MUS 213 DEVELOPMENT OF MUSIC IN MOTION PICTURES II

Featuring a special emphasis on recently released films and music scores, this course continues to examine film from the musical perspective: how music can enhance the desired effect of corresponding drama and images, and how this ultimately influences and shapes our perception of culture. Historical traditions and other relevant background of selected music will be discussed.

3 hours a week, 1 semester, 3 credits.

CO-CURRICULAR WORKSHOP IN MUSIC may be offered for academic credit in accordance with the policy that students may earn 1/2 credit per semester for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty. Consult the Moderator of the Choral Society or Jazz Ensemble.

HISTORY

Monica Brennan, Ph.D., *Chairperson*

Phillip Dehne, Ph.D., *Associate Chairperson*

The courses in history are semestral and are arranged to meet the needs not only of history majors, but of all students who are interested in history for its value as a liberal discipline. The courses are designed to present either a general survey of some civilizations, or an intensive analysis of more specialized fields in order that the student may acquire a deeper appreciation of the historical process, an understanding of the multicultural character of our global society, a fuller comprehension of the human person in the context of time, and a body of knowledge which will generate perspective on contemporary issues.

100s and 200s: Lower level survey courses. The levels of difficulty are comparable, though the 200 level courses tend to be in areas in which the student may have little or no background. 300s: Upper level specialized and topics courses. Students enrolled in upper level courses are assumed to have the reading, writing, and analytical skills appropriate to junior status (graduation from a community college or 64 credits).

Phi Alpha Theta

St. Joseph's College has a chapter, Phi Mu, of the international history honor society, Phi Alpha Theta. (See section on Academic Life.)

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the ***Core Curriculum Guide 2011***. Continuing students will follow the core curriculum in the 2009-2011 Catalogue.

The Major: 39 credits, including satisfactory completion of HIS 410, 411, and 422. A maximum of 15 credits may be transferred into the major.

Required Courses

HIS 410 (6th semester)	3 credits
HIS 411 (7th semester)	3 credits
HIS 422 (7th semester)	3 credits

6 credits in American History

6 credits in European History

3 credits in Global History (202, 210, 220, 224, 225, 250, 251)

15 elective credits

(At least 9 credits must be taken on the 300 level.)

History Major: Teaching Social Studies in Secondary School

Required History

HIS 100 and 102
HIS 152 or 310
HIS 170 and 172
HIS 276
6 credits in Global History:
HIS 202, 210, 220, 224, 225, 250, 251
6 credits must be at the 300 level
HIS 410
HIS 411
HIS 422

Required Social Science

ECO 120
ECO 278
POL 102, 103 and 104
SOC 100

Area of Concentration for Child Study Majors

Child Study majors are required to complete 30 credits, only 12 of which may be on the 100 level. They should choose at least

6 credits in Global History
9 credits in European History
9 credits in American History, including HIS 276

The Minor: 18 credits with at least 9 credits at the 200/300 level.

HIS 100 SURVEY OF WESTERN CIVILIZATION I

A survey of the origins and development of Western Civilization from ancient times through 1715. Emphasis on social, intellectual, and political development.

May not be taken by students who have taken HIS 114.

3 hours a week, 1 semester, 3 credits. Fall

HIS 102 SURVEY OF WESTERN CIVILIZATION II

A continuation of the study of Western Civilization from 1715 to the present.

May not be taken by students who have taken HIS 115.

3 hours a week, 1 semester, 3 credits. Spring

HIS 114 THEMES IN EUROPEAN HISTORY 1450-1815

To develop an understanding of the principal themes in European history from the High Renaissance through the Napoleonic Revolution: political, economic, social and cultural.

3 hours a week, 1 semester, 3 credits. Fall

HIS 115 THEMES IN EUROPEAN HISTORY 1815-1970

To develop an understanding of the principal themes in European history from the Congress of Vienna to the post World War II period: political, economic, social and cultural.

3 hours a week, 1 semester, 3 credits. Spring

HIS 122 THE GLORY THAT WAS GREECE: THE GRANDEUR
CLA 122 THAT WAS ROME

An in-depth study of the Greco-Roman culture and civilization. Special attention will be given to the political, social, economic and cultural life of both peoples against the world setting in which they both rose, flourished, and declined. This course may be offered for Classics or History.

3 hours a week, 1 semester, 3 credits.

HIS 152 CONTEMPORARY INTERNATIONAL PROBLEMS

An in-depth study of selected controversial issues in the field of current history.

3 hours a week, 1 semester, 3 credits. Fall 2012

HIS 157/CLA 157/PHI 157 SELF AND SOCIETY IN ANCIENT
GREECE AND ROME

This course will explore the origins of the concepts of self and society in Western Culture in the history and philosophy of classical Greece and Rome. In addition to independent reading in the historical and philosophical literature, this class includes an intensive study abroad component. The class will meet as a seminar during the spring term, include an active online experience and complete its investigation through readings and discussion at the sites in Greece and Rome in a two-week trip at the end of May. This course is targeted for freshmen (first year students) as a special opportunity for interdisciplinary study coupled with a study abroad experience.

Target students: *Second semester freshmen*

3 credits. Spring 2013

HIS 170 AMERICAN HERITAGE I

An historical study of the United States from its colonial beginnings through Reconstruction.

3 hours a week, 1 semester, 3 credits. Fall

HIS 172 AMERICAN HERITAGE II

A continuation of the study of United States History from Reconstruction to the present.

3 hours a week, 1 semester, 3 credits. Spring

HIS 202 THE NON-WESTERN WORLD

A survey of major non-western civilizations from the sixteenth century to the modern era. This course provides a knowledge and understanding of social, economic, and cultural issues as seen from a global perspective. Emphasis will be on Africa, Asia, the Middle East, and Latin America.

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

HIS 210 MODERN SUB-SAHARAN AFRICA

A survey of contemporary Africa south of the Sahara with emphasis upon internal history in the twentieth century from the viewpoint of current situations.

3 hours a week, 1 semester, 3 credits. Fall 2012

HIS 220 EAST ASIA

The history and culture of China, Korea, Japan with an emphasis upon understanding the contemporary scene in light of the past.

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

HIS 224 SOUTH AND SOUTHEAST ASIA

A study of post World War II developments in India, Pakistan and Southeast Asian countries in light of past history. Emphasis will be on the rise of nationalism, problems of a social and economic order and an evaluation of world involvement in the areas.

3 hours a week, 1 semester, 3 credits. Fall 2012

HIS 225 THE MAKING OF THE MODERN MIDDLE EAST

This course explores the history of the Middle East with special emphasis on the origins of contemporary problems. Topics include the rise of nationalism and religious fundamentalism, the legacies of Ottoman and Western rule, and the East-West conflict.

3 hours a week, 1 semester, 3 credits. Spring 2012

HIS 229 THE AFRICAN-AMERICAN EXPERIENCE

A study of the major events and people; and the social, economic, political, and cultural trends that have shaped the African-American experience since 1619.

3 hours a week, 1 semester, 3 credits.

HIS 250 LATIN AMERICA

Iberian civilization in America from its colonial period to the present. Focus will be on the emergence of selected countries as modern nations and upon Latin America in hemispheric and world affairs in the twentieth century.

3 hours a week, 1 semester, 3 credits. Spring 2013

HIS 251 CARIBBEAN HISTORY

A survey of Caribbean history that explores the legacies of colonialism and migration within the Spanish, British, and French Caribbean from the colonial period to the present. The course will examine the transatlantic slave trade, plantation economies, emancipation, revolution, post-colonialism, and contemporary events in the Caribbean.

3 hours a week, 1 semester, 3 credits. Spring 2012

HIS 266 ENGLAND SINCE 1688

Particular attention will be given to the structure of the 18th-century society and politics, the transformation of English society by the Industrial Revolution, the growth of democracy, imperialism, and the impact of two world wars on Great Britain.

3 hours a week, 1 semester, 3 credits. Spring 2012

HIS 267 HISTORY OF IRELAND

Survey of Irish history from pre-historic times to the present. Emphasis will be on both political and cultural heritage, as well as on social and economic problems. The origins of the “Northern Irish Question” will be explored in depth.

3 hours a week, 1 semester, 3 credits. Fall 2012

HIS 276 HISTORY OF NEW YORK: STATE AND CITY

An analysis of the history of New York from its Dutch beginnings to the present day. In addition to the study of particular events, issues and individuals of importance to the State’s history, the emergence of New York City as a commercial, cosmopolitan center will be examined within the context of the region’s overall development.

3 hours a week, 1 semester, 3 credits. Fall

HIS 303 THE RENAISSANCE AND REFORMATION

Western Europe will be examined between 1300 and 1550: humanism, the Renaissance arts and sciences, political experimentation, capitalistic and commercial developments, expanding world horizons and religious conflict.

Prerequisite: HIS 100 or HIS 102 or departmental permission

3 hours a week, 1 semester, 3 credits. Spring 2011, 2013

HIS 305 EARLY MODERN EUROPE

Western Europe, 1550–1715, will be examined as a time of religious and political conflict. Attention will be given to the rise of modern states, mercantilism, the scientific revolution, and the Baroque culture.

Prerequisite: HIS 100 or HIS 102 or departmental permission

3 hours a week, 1 semester, 3 credits.

HIS 307 THE FRENCH REVOLUTION AND NAPOLEON
1789-1815

This course explores the crises and eventual collapse of the Ancien Regime, and the era of the French Revolution. The causes and course of the Revolution, the "Napoleonic Revolution," and the long-lasting effects of the era will be covered in depth.

Prerequisite: HIS 100 or HIS 102 or departmental permission

3 hours a week, 1 semester, 3 credits. Spring 2011, 2013

HIS 308 NINETEENTH CENTURY EUROPE

An analysis of the forces for change in 1815 and 1914 and their impact on individual Western European states. Special consideration will be given to the rise of cities, the growth of national identities, and the tensions leading to the outbreak of World War I.

Prerequisite: HIS 100 or HIS 102 or departmental permission

3 hours a week, 1 semester, 3 credits.

HIS 309 THE TWENTIETH CENTURY WORLD

This course explores the twentieth century from the First World War to the radical divisions that dominate the modern world. Europe is the focus, but since so much of the century's history is international or even global, non-European history will also be explored. Special attention will be paid to the rise of Communism, Nazism and Fascism, world wars and genocide, imperialism and decolonization, and the beginnings of the new Europe as the century ends.

Prerequisite: HIS 100 or HIS 102 or departmental permission

3 hours a week, 1 semester, 3 credits. Fall 2013

HIS 310 AMERICAN FOREIGN POLICY

Principles and problems in American diplomatic history in periods of national and world crisis.

Prerequisite: HIS 170 or HIS 172 or departmental permission

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

HIS 313 THE FIRST WORLD WAR

World War One is often portrayed as a significant turning point in world history, bringing an end to four hundred years of European global dominance and ushering in the tumultuous and often-brutal twentieth century. This course leads students to understand why the war occurred and its results, while detailing how its participants and its victims lived and died in the trenches and on the home front.

Prerequisite: HIS 100, 102, 170, or 172

3 hours a week, 1 semester, 3 credits. Fall 2012

HIS 325 AMERICAN COLONIAL SOCIETY 1607–1763

A study of the origins and maturation of the American colonies from the founding of Jamestown to the dawn of the American Revolution. The course will emphasize the political, economic, and social dynamics of the various colonial societies. Particular attention will also be given to the interaction of the peoples of early America.

Prerequisite: HIS 170 or HIS 172 or departmental permission
3 hours a week, 1 semester, 3 credits. Spring 2012

HIS 327 REVOLUTIONARY AMERICA 1763–1789

A study of the social, cultural, and political history of the period 1763–1789. The course will emphasize the causes and consequences of the American Revolution, and the development of a new nation and new governments.

Prerequisite: HIS 170 or HIS 172 or departmental permission
3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

HIS 329 EARLY NATIONAL PERIOD 1787–1848

This course will study United States history from the implementation of the Constitution in 1787 to the rise of sectionalism in 1848 including the beginning of political parties, the growth of nationalism, international relations, and the Jeffersonian and Jacksonian periods.

Prerequisite: HIS 170 or HIS 172 or departmental permission
3 hours a week, 1 semester, 3 credits. Spring 2013

HIS 335 AMERICAN CIVIL WAR AND RECONSTRUCTION

An examination of why the crisis occurred when it did, of the main actors in the tragedy, and of the short and long range consequences of the War between the States.

Prerequisite: HIS 170 or HIS 172 or departmental permission
3 hours a week, 1 semester, 3 credits. Fall 2012

HIS 340 AMERICA IN THE INDUSTRIAL AGE 1877–1930

An examination of America's rise to power from the end of Reconstruction to the Great Depression. Emphasis will be on industrialization and society's attempts to respond to the problems and implications that accompanied it.

Prerequisite: HIS 170 or HIS 172 or departmental permission
3 hours a week, 1 semester, 3 credits. Spring 2013

HIS 345 POST-WAR AMERICA

An exploration of America from the beginnings of the Cold War to the century's end. Emphasis will be placed on the major social, political, economical, cultural, and technological developments that created contemporary America.

Prerequisite: HIS 170 or HIS 172 or departmental permission

3 hours a week, 1 semester, 3 credits. Spring 2012

HIS 350 THE HOLOCAUST

An in-depth study of the fate of European Jews during World War II. The subject will be approached from a variety of perspectives, including the history of antisemitism, the history of state sponsored ethnic murder, the rise of Nazism, and details of the Second World War. The German persecution of Gypsies, Communists, and other minorities will also be examined.

Prerequisite: HIS 100 or HIS 102 or departmental permission

3 hours a week, 1 semester, 3 credits. Spring 2012

HIS 370 SELECTED THEMES OR TOPICS OF HISTORICAL INTEREST

This course will deal with historical problems and developments not covered in depth in the regular course offerings of the department. It will enable students to take advantage of faculty expertise in areas of interest to both faculty and students.

With permission of the Chairperson

3 hours a week, 1 semester, 3 credits.

HIS 390 DIRECTED READINGS

Readings and tutorials arranged for the individual student with a faculty member in a field of the faculty member's special interest. Students should have a general background of the period in which they wish to read.

With permission of the Chairperson

2 or 3 credits.

HIS 410 SEMINAR IN HISTORICAL METHODOLOGY

An introduction to the principles of historical criticism and the methods of historical research. Seminar includes an examination of a restricted field of history as a laboratory subject and the beginning of the required thesis for seniors.

Required of all history majors in Junior year

3 hours a week, 1 semester, 3 credits. Spring

HIS 411 SENIOR THESIS

Seniors complete the required thesis under the supervision of a faculty member.

Required of all history majors in Senior year.

Prerequisites: HIS 410 and HIS 422

3 hours a week, 1 semester, 3 credits. Fall

HIS 422 HISTORIOGRAPHY – SEMINAR

A seminar exploring the nature of history and various approaches to history. Readings and discussions of selected great historians from earliest times to the present.

Required of all history majors in Junior year.

3 hours a week, 1 semester, 3 credits. Spring

HIS 435 SUPERVISED INTERNSHIP

The student will spend four or six hours per week as an intern in an historical society, museum, a city library, or any other agency that will provide an experience in historical methodology and research. The professor, the student, and the agency representative will work out the contractual terms of the course.

Open to history majors and concentrates.

2 or 3 credits.

SUGGESTED GROUPINGS OF COURSES FOR HISTORY MAJORS:

Certificate Program in Management, see page 230.

Certificate Program in Leadership and Supervision, see page 230.

Suggested Electives for those interested in pursuing a law degree:

HIS 170, 172, 266

ACC 110, BUS 150

COM 140

PHI 123

POL 103, 215, 280

SPC 102

Online Courses: The Department offers courses in an online format. Check the semester course schedule for details.

HUMAN RELATIONS

Raymond D'Angelo, Ph.D., *Coordinator*

This interdisciplinary major leading to a Bachelor of Arts degree includes sociology - anthropology and psychology. It seeks to equip students with specific skills which are necessary for today's citizens to be effective in their relations with others, in school, in social service agencies, in business, in government.

Required for the Major: 36 credits (A maximum of 12 credits may be transferred into the major.)

Required Courses: (18 credits)

PSY 100	Introductory Psychology	3
SOC 100	Introductory Sociology	3
SOC 136	Social Problems	3
PSY 251	Social Psychology	3
SOC 348	Research Methods; or	
PSY 391	Experimental Methodology	3
HR 400	Seminar in Human Relations	3

Major Elective Credits: (18 credits)

At least nine credits in Psychology (at level 200 or above) and nine credits in Sociology (at level 200 or above) must be selected in consultation with an advisor.

Area of Concentration for Child Study Majors: (30 credits)

Required courses: (12 credits)

SOC 100	Introductory Sociology	3
PSY 100	Introductory Psychology	3
SOC 136	Social Problems	3
PSY 251	Social Psychology	3

Elective Credits: (18 credits)

At least nine credits in Psychology (at level 200 or above) and nine credits in Sociology (at level 200 or above) must be selected in consultation with an advisor. At least 1 course at the 300 level for both PSY and SOC.

Sociology - Anthropology Course Offerings:

SOC 100 INTRODUCTION TO SOCIOLOGY

An introduction to sociology through a study of the basic concepts used in sociological analysis, particularly culture, types of social groups, processes of interaction, social class, population traits and trends.

3 hours a week, 1 semester, 3 credits. Fall and Spring

SOC 136 SOCIAL PROBLEMS

An introduction to sociology through an examination of what society considers to be social problems with a view toward showing how society produces these phenomena and to what extent they are solvable. Areas include: crime, mental illness, drug abuse, alcoholism, other forms of deviance, poverty, racism, conflicts over power.

3 hours a week, 1 semester, 3 credits. Fall and Spring

SOC 140 INTRODUCTION TO SOCIAL WORK

Scientific approach to social work as a profession within the structure of modern society; its principles and application of concepts.

Techniques of observation; interviewing, elements of a social history, interpretation of case material. Methods of casework, group work, community organization; role of the social worker functioning in a variety of settings—as practitioner, as consultant to allied fields.

This is a pre-professional course and may not be offered for core curriculum. Not open to Freshmen.

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

SOC 220 SOCIOLOGY OF DEVIANT BEHAVIOR

An examination of the various sociological approaches to understanding and explaining crime, delinquency, deviance, drug usage, and other alleged aberrations in society and culture. Additionally, major case studies will be examined.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring

SOC 237 INEQUALITY AND SOCIAL CLASS

Topics include: the values, lifestyles and ideologies of the various classes; the relationship of the classes to economic, political and educational institutions; changes in the class structure.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

SOC 241 EXPERIENCE IN SOCIAL WORK

A planned field experience in a community social work agency; regular seminar meetings to evaluate, discuss and interpret this experience.

Prerequisite: SOC 140

6-8 hours placement a week, 1 seminar hour, 1 semester, 3 credits.

Spring 2012

Insurance fee required

SOC 243 CRIMINOLOGY

An examination of sociological concepts, theories, and perspectives regarding the study of crime. Topics include: the amounts and trends of crime; theoretical explanations; policies of crime control.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2012

SOC 245 COMMUNITY AND THE BUILT ENVIRONMENT

The study of American communities—urban, suburban, small town and rural. How communities develop, how planning is conducted, and the consequences of community decisions are addressed in the course. Classes will be devoted to social capital, community planning, segregation, suburban sprawl, urbanization, historic preservation of the built environment, and social issues. Emphasis on New York City and its suburbs.

3 hours a week, 1 semester, 3 credits. Fall 2012

SOC 246 SOCIOLOGY OF GENDER

Introductory review of economic, social and cultural changes that have modified the traditional definitions of femininity and masculinity in Western societies. Discussions include: socialization, sexual behavior, marriage and alternative life styles.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2012

SOC 247 HISPANIC CULTURE AND COMMUNITY

An examination of the social development and functioning of the Hispanic community. Pertinent sociological themes for discussion include immigration, religion, politics, cultural development, the media, and the family. Special emphasis will be given to the Hispanic communities of the New York area.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2012

SOC 249 RACE AND ETHNICITY

An examination of race and ethnic relations in American society including assimilation, pluralism, minority status, group tensions, and the dynamics of prejudice, discrimination, racism, and immigration. The social construction of race is studied in the context of American race and ethnic relations. The experience of historic and contemporary ethnic groups throughout the country, with emphasis on New York, will be explored.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall

SOC 250 SOCIAL CHANGE IN DEVELOPING COUNTRIES
(POL 250)

Theories of social change will be examined in light of economic, social, political, and cultural transformations which characterize industrializing and modern industrial societies. The focus will be on Asia, Africa and the Middle East.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2013

SOC 265 POPULAR CULTURE

An application of the theory and methodology of sociology to a study of popular culture in America. Content will include an analysis of institutional and market processes. Emphasis will be placed on the decision making processes in the mass media, music, film, and television and their respective impact on society.

Prerequisite SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2013

SOC 270 SOCIOLOGY OF HEALTH

An exploration of the social and cultural facets of health and illness, and the functioning of organizations involved in health care. The social behavior of health personnel and those who are the consumers of health care is stressed also.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring

SOC 275 POVERTY AND SOCIAL WELFARE

This course examines how Americans, both in the distant and recent past, have viewed the poor and conceptualized the problem of poverty. It also investigates the relevant cultural, economic and political factors that help to explain U.S. social policy development. The roles that social activists, intellectuals, and social welfare specialists have played in framing poverty as a social problem and in raising awareness about poverty are also explored. Finally, the course investigates how poor people have worked collectively to respond to their circumstances and to the policies that have shaped their lives.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2012

SOC 285 SOCIOLOGY OF THE FAMILY

The family as a social institution examined in both historical and contemporary contexts with special emphasis on American family patterns.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2012

SOC 310 THE CIVIL RIGHTS MOVEMENT

An in-depth study of the movement for civil rights from its origins to the present. The struggle for African American freedom and justice is presented in the context of local and national organizations. Seminar topics include the formation of the NAACP, the *Brown* decision and school integration, the Montgomery bus boycott, voter registration, Freedom Summer, black power, student activism and woman activists.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring

SOC 347 SOCIOLOGICAL THEORY

The development and continuities of theoretical concepts and orientations in sociology against the intellectual and social backgrounds of their times. Differing schools of thought and representative works.

Prerequisite: 15 Social Science credits or departmental approval

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

SOC 348 RESEARCH METHODS

(POL 348)

This course will provide students with an understanding of the major components and basic techniques involved in the research process, including how to structure a research project, and how to collect appropriate data. Students will have an opportunity to delve into the research venture first-hand by completing individual and group projects.

Prerequisite: 15 Social Science credits or departmental approval

3 hours a week, 1 semester, 3 credits. Fall

SOC 370 SPECIAL TOPICS IN SOCIOLOGY

This course will include sociological issues, developments or problems not covered in depth in the regular course offerings. It will enable students to take advantage of faculty expertise in diverse areas which are of interest to both faculty and students.

With departmental approval

3 hours a week, 1 semester, 3 credits.

ANT 151 CULTURAL ANTHROPOLOGY

The basic principles, fundamental ideas and insights of cultural anthropology will be examined through comparative ethnographic accounts. The view of humans as both the products and creators of their culture will be explored through an analysis of cultural variation and culture change.

Not open to Freshmen

3 hours a week, 1 semester, 3 credits. Spring

Psychology Course Offerings

PSY 100 INTRODUCTION TO PSYCHOLOGY

A broad introduction to the concepts, methodology and major content areas of psychology designed to provide the student with a scientific basis for understanding human behavior.

3 hours a week, 1 semester, 3 credits. Fall and Spring

PSY 150 GROUP DYNAMICS AND COMMUNICATION

A theoretical introduction to small group processes, with an emphasis on the relationship between groups and the individual, and the communication process. Students participate in small group exercises as part of the course requirements.

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

PSY 180 PSYCHOLOGY OF WOMEN

Examination of the biological, social and cultural influences on the psychological development of women. Focus on the vital issues which modern women face daily in a rapidly changing world.

3 hours a week, 1 semester, 3 credits. Spring

PSY 200 PSYCHOLOGY OF LEARNING

An examination of the major theories of learning, and the study of human and animal research in classical and operant conditioning, observational learning, and verbal learning.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Offered at department's discretion.

PSY 210 COGNITIVE PROCESSES

An examination of models of human cognition focusing on perceptual processes, mental representation, thinking and problem solving, reasoning, language, intelligence and creativity.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall

PSY 220 ADOLESCENT PSYCHOLOGY

A comprehensive survey of adolescent behavior in its intellectual, emotional, and social aspects. Techniques for enhancing the adolescent's potential for growth and productivity are given special consideration.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall and Spring

PSY 230 ADULT DEVELOPMENT AND AGING

Focus on human development from early adulthood through middle age, aging, and death. Emphasis is on the growth of the individual in relation to contemporary society, with theoretical viewpoints and empirical results from individual, social, and developmental psychology.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring 2012, 2014

PSY 251 SOCIAL PSYCHOLOGY

An analysis of the processes of social interaction and their effects upon the behavior and attitudes of individuals and groups.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall and Spring

PSY 261 PSYCHOLOGY OF PERSONALITY

A survey of the major contemporary theories of personality and the important applications associated with each theoretical approach.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall and Spring

PSY 271 ABNORMAL PSYCHOLOGY

An examination of the diagnostic classifications of abnormalcy with an emphasis on causation and treatment.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall

PSY 280 INDUSTRIAL PSYCHOLOGY

Application of psychology to business and industry in the area of personnel selection, training and evaluation, job satisfaction, motivation, communication, and man-machine interface.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall and Spring

PSY 300 PSYCHOLOGICAL TESTING

An introduction to psychological measurement including the history of mental testing; the statistical concepts of test construction; and a survey of tests of intelligence, aptitude, achievement, personality, and tests for special populations. Students will administer practice tests and participate in demonstrations of the major types of assessment techniques.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 315 STATISTICS FOR PSYCHOLOGICAL RESEARCH

An examination of the various inferential statistics for hypothesis testing in psychological research, including bivariatc analyses; analyses of variance; linear, curvilinear, and multiple regressions; and non-parametric approaches.

Prerequisite: PSY 100 and MAT 107

3 hours a week, 1 semester, 3 credits. Fall

PSY 320 POSITIVE PSYCHOLOGY

Positive Psychology is the scientific study of optimal human functioning. This course examines the theories and research associated with creating and maintaining psychological well-being. Students will engage in a critical and experiential analysis of key concepts found in Positive Psychology (e.g., happiness, life satisfaction, optimism, resilience, and wisdom) and its relevance and application to clinical and nonclinical populations.

Prerequisite: PSY 100 and at least one additional 200 level or higher Psychology course.

3 hours a week, 1 semester, 3 credits. Spring

PSY 325 INTRODUCTION TO BEHAVIOR MODIFICATION

Introduction to the methods and theory of behavior modification and its application to specific behavior problems.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 330 SELECTED TOPICS IN PSYCHOLOGY

Focus on areas of psychological inquiry not covered in depth in the regular course offerings of the department. The selected topic can change each time the course is offered. It will enable students to take advantage of faculty expertise in areas of interest to both faculty and students.

Prerequisite: At least 12 credits in Psychology or permission of the department.

3 hours a week, 1 semester, 3 credits. Offered at department's discretion

PSY 340 HISTORY AND SYSTEMS OF PSYCHOLOGY

Traces the development of psychology from it roots in philosophy to the evolution of psychology as a science over the last one hundred years.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

PSY 360 COUNSELING PSYCHOLOGY

An examination of the origins and characteristics of the counseling relationship, including an analysis of the major contemporary theories and techniques of counseling.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 370 INTRODUCTION TO CLINICAL PSYCHOLOGY

An introduction to the principles and techniques of clinical interviewing, evaluation, referral, and the planning of treatment. Field placements will provide students with an opportunity to observe the various institutional settings in which clinical psychologists work and the variety of psychological services offered there. \$35 Insurance fee

Prerequisite: PSY 271 and permission of the instructor.

2 hours lecture, 3 hours placement a week, 3 credits. Additional conferences will be scheduled on a regular basis for supervision of the placement experience. Offered at department's discretion.

PSY 380 PHYSIOLOGICAL PSYCHOLOGY

A survey of the physiological bases of behavior including an overview of the nervous system and the structure of the brain; a discussion of the influence of hormones and chemical transmitters within the brain on psychological functions; and an examination of the influence of physiological process on such activities as sleep, emotional states, eating behavior, and learning and memory.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 391 INTRODUCTION TO EXPERIMENTAL
METHODOLOGY

Theory and technique in the experimental study of behavior, including research projects and formal written reports.

Prerequisites: PSY 100 and PSY 310.

3 hours, 1 semester, 3 credits. Spring

Lab fee-\$30

Seminar

HR 400 SEMINAR IN HUMAN RELATIONS

The approach stresses the interdisciplinary approach of the major. Selected topics will be investigated from a human relations perspective. Major emphasis will be placed on an intensive individual research project.

(Restricted to Majors)

Prerequisite: SOC 348 or PSY 391

3 hours a week, 1 semester, 3 credits. Spring

MATHEMATICS

David Seppala-Holtzman, D. Phil., *Chairperson*

Victoria Hong, M.B.A., *Associate Chairperson*

To develop a more mature appreciation of the significance of mathematics and its impact on today's world, each student is required to take one semester of mathematics chosen from a set of courses designed to appeal to a variety of interests. In addition to courses in mathematics, the department offers a wide variety of courses in computer science and information systems.

Students may take a major or minor in mathematics, a major or a minor in computer information systems or a minor in computer science. Child Study majors may take a concentration in mathematics.

The department offers a program that allows students to earn both their bachelor's and master's degrees within five years.

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the ***Core Curriculum Guide 2011***. Continuing students will follow the core curriculum in the 2009-2011 Catalogue.

Every student must take at least one non-computer mathematics course.

Major

A major in mathematics may earn either the B.A. or the B.S. degree. Candidates for either degree must complete 40 credits of mathematics in which an average grade of C must be attained.

The following courses are not credited toward the major: Mathematics 105, 106, 107, 113, 200, Computer 140, 141, 150, 288.

B.A. degree in Mathematics: (40 credits)

COM152	Computer Programming	3
MAT 204	Analytic Trigonometry and Geometry	3
MAT 205	Calculus and Analytic Geometry I	4
MAT 206	Calculus and Analytic Geometry II	4
MAT 207	Calculus and Analytic Geometry III	4
MAT 208	Advanced Calculus	4
MAT 354	Modern Algebra	3
MAT 356	Linear Algebra	3
MAT 362	Modern Geometry or MAT 364 Topology	3
MAT 471	Seminar	3

Electives with the advice of chairperson to complete 40 credits.

B.S. degree in Mathematics

In addition to courses required for the B.A. degree:

PHY 150	4
PHY 151	4
Science Elective	3

Secondary Teacher Education: In addition to the requirements for the major, students preparing for Secondary Education Certification are required to take MAT 246 and encouraged to take: MAT 241, 350, 352, 368.

The required Education courses will be found under the Education Department.

It is strongly recommended that all students wishing to major in mathematics take ENG 103 and PHI 123 during their first year at St. Joseph's.

Actuarial Science Strand: This strand, consisting of two additional mathematics courses and several courses from other departments, has been attached to the Mathematics Major in order to help prepare students for prospective careers in the actuarial field. In addition to the requirements for the major, it is recommended that students preparing for a career in actuarial science take:

MAT 250	Theory of Interest	3
MAT 346	Advanced Topics in Probability and Statistics	3
BUS 100	Processes in Management	3
BUS 219	Principles of Finance	3
BUS 315	Principles of Investment	3
ACC 200	Fundamentals of Financial Accounting	3
ECO 120	Macroeconomics	3
ECO 226	Microeconomics	3

It should be noted that both MAT 250 and MAT 346 count as electives for the mathematics major.

Minor in Mathematics

Total number of courses: 6

Total number of credits: 20-22

Required Courses:

MAT 205	Calculus and Analytic Geometry I	4
MAT 206	Calculus and Analytic Geometry II	4

Elective Courses:

Any 4 courses may be chosen from the set of MAT courses listed in the catalogue with a number of 203 or higher and must include at least one course at the 300 level. In addition, COM 152 may be offered as an elective.

In order to fulfill the requirements for a Minor in Mathematics, one needs to achieve a minimum average grade of C for the set of six courses offered. Elective courses will be chosen with departmental approval.

Area of Concentration for Child Study Majors: 30 credits in mathematics in which an average grade of C must be maintained.

Required Courses:	MAT 205	Calculus and Analytic Geometry I	4
	MAT 206	Calculus and Analytic Geometry II	4
	MAT 354	Modern Algebra	3
	MAT 356	Linear Algebra	3
	MAT 362	Modern Geometry or MAT 364 Topology	3

Recommended for those who intend to continue Mathematics on the graduate level: MAT 207, 208.

MAT 105, 106, 113, and 200 may not be offered towards the 30 required credits. COM 150 or COM 152 may be offered. MAT 204 is strongly recommended.

BA/BS and MBA Program

St. Joseph's College offers an accelerated program in which a bachelor's degree and an MBA degree are both earned in five years of study. This program is open to all, but is designed to articulate with the requirements of the Actuarial Strand or the CIS major. Consult the Department Chairperson for details.

Major in Computer Information Systems (B.S.)

This major is appropriate for students interested in the computer field and who wish to apply computer concepts to a business venture. Thus, it places less emphasis on both the theoretical and mathematical aspects of computer science than does the traditional computer science curriculum. The program focuses on the development of technology of infrastructures and systems and the use of these to acquire, deploy, and manage information. Graduates are prepared for entry-level positions in the field of information systems and to continue their studies at the graduate level. Candidates for the degree must complete 40 credits in which an average grade of C or better must be maintained: 30 in Computer Science, 4 in Mathematics and 6 elective credits in Computer Science, Business Administration or Accounting. Electives are chosen with department approval. This major follows the ACM Computer Information System Model Curriculum Guidelines of 2002.

Prerequisite Courses/Knowledge

COM 140	Microcomputer Applications I <i>or equivalent</i>
COM 150	Introduction to Computer Programming <i>or equivalent</i>
MAT 113	Elementary Functions: Precalculus

Required Courses:

MAT 203	Mathematical Foundations of Computer Science	4
COM 141	Microcomputer Applications II	3
COM 152	Computer Programming	3
COM 200	Computer Science: An Overview	3
COM 210	Algorithms and Data Structures	3
COM 230	Software Engineering and Methodology	3
COM 249	Computer Organization and Assembly Language	3
COM 288	Business Systems and Design	3
COM 360	Computer Communications and Networking	3
COM 380	Database Systems	3
COM 390	Advanced Application Programming and Database Systems	3

Elective Courses:

Choose two courses from:

COM 205	Multimedia Applications	3
COM 260	Computer and Information Security	3
COM 310	Operating Systems	3
COM 370	Advanced Computer Programming	3
COM 498	Internship in Computer Information Systems	3

Additional elective courses may be selected from Business Administration and/or Accounting with Departmental approval.

Total Credits 40

Minor in Computer Science

Total number of courses: 6

Total number of credits: 19

Required Courses:

MAT 203	Mathematical Foundations of Computer Science	4
COM 152	Computer Programming*	3
COM 200	Computer Science: An Overview	3
COM 210	Algorithms and Data Structures*	3
COM 249	Computer Organization and Assembly Language*	3
COM 310	Operating Systems*	3

(A minimum average of C is required for all six courses.)

The four courses marked with a star, together with two terms of physics and two terms of calculus, are recommended for students planning graduate study in Computer Science.

Minor in Computer Information Systems

Total number of courses: 6

Total number of credits: 18-19

Required Courses:

COM 141 Microcomputer Applications II 3

COM 200 Computer Science: An Overview 3

COM 288 Business Systems and Design 3

In addition, one must take one programming language course selected from COM 150 or COM 152. Two additional computer courses, selected with departmental approval, must be taken as electives.

(A minimum average of C is required for all six courses.)

MAT 105 FUNDAMENTALS OF MATHEMATICS IN TODAY'S WORLD

This course, recommended for liberal arts students of varying mathematical backgrounds, stresses critical thinking and reasoning. The course includes the study of patterns, set theory, logic, inductive and deductive reasoning, the real number system and topics in geometry.

3 hours a week, 1 semester, 3 credits. Fall, Spring

MAT 106 EXCURSIONS IN CONTEMPORARY MATHEMATICS

This course will present an overview of various topics in mathematics with a focus on recent developments and their applications. Designed for those students for whom the profundity of mathematics has often been obscured by its techniques, this course proposes to illustrate and explore the ubiquitous nature of mathematics in the world around us and thereby promote an appreciation for the significance, power and beauty of the discipline. Many topics are considered. They range from some modern applications of graphs to the mathematics of social choices.

3 hours a week, 1 semester, 3 credits. Fall, Spring

MAT 107 INTRODUCTION TO PROBABILITY AND STATISTICS

This course offers an introduction to probability and statistics. It is designed to provide a common foundation for the more specialized material presented in the various statistics course offered in other quantitative departments. Material covered includes: probability models, random variables and probability distributions (both discrete and continuous), descriptive statistics, inference, sampling and hypothesis testing.

3 hours a week, 1 semester, 3 credits. Spring

MAT 113 ELEMENTARY FUNCTIONS: PRECALCULUS

Introduction to the concept of functions: their graphs, elementary properties, geometric transformations, inverses and their algebra. Elementary functions (linear, polynomial, rational, exponential, logarithmic and trigonometric) are introduced and their properties discussed. Designed for those who intend to go on to a calculus course.

Prerequisite: 11th year mathematics or equivalent.

Not open to students who have completed any 200 level math course
3 hours a week, 1 semester, 3 credits. Fall, Spring

MAT 200 MATHEMATICS FOR BUSINESS AND ECONOMICS

This course includes the study of matrices, linear programming, the simplex method and the mathematics of finance. Basic business applications of precalculus mathematics will be discussed.

Prerequisite: MAT 113 or equivalent.

Not open to students who have completed MAT 205.

3 hours a week, 1 semester, 3 credits. Fall

MAT 203 MATHEMATICAL FOUNDATIONS OF COMPUTER SCIENCE

The emphasis will be on algorithmic problem solving and discrete mathematical concepts including logic, sets, Boolean algebra, relations, functions, induction and recursion, counting principles and combinatorics, graphs and trees. Use of the computer as a problem-solving tool will be integrated with the theory. Fundamental algorithms including sorting, searching and tree traversal will be introduced.

Prerequisite: MAT 113 or equivalent.

4 hours a week, 1 semester, 4 credits. Fall 2011, 2013

MAT 204 ANALYTIC TRIGONOMETRY AND GEOMETRY

This course will focus on analytical geometry and trigonometric functions and their properties. Amongst the topics considered under analytic geometry are the conic sections and their general quadratic equation along with polar and parametric equations. The topics covered under trigonometric functions include the inverse functions, trigonometric identities and the trigonometric representation of the complex numbers.

Prerequisite: MAT 113 or equivalent.

3 hours a week, 1 semester, 3 credits. Spring

MAT 205 CALCULUS AND ANALYTIC GEOMETRY I

Functions of one variable, limits, continuity, derivatives, chain rule, maxima and minima, inverse functions, antiderivatives, Riemann sums, Fundamental Theorem of Calculus. The study of calculus is enhanced through the use of Maple software.

Prerequisite: MAT 113 or equivalent.

4 hours a week, 1 semester, 4 credits. Fall

MAT 206 CALCULUS AND ANALYTIC GEOMETRY II

Differentiation and integration of logarithmic and exponential functions, the trigonometric and inverse trigonometric functions, elementary differential equations. Applications of integration such as volumes of various solids are explored. Techniques of integration, indeterminate forms and L'Hopital's Rule, improper integrals. This course is enhanced through use of Maple software

Prerequisite: MAT 205 with a minimum grade of C-.

4 hours a week, 1 semester, 4 credits. Spring

MAT 207 CALCULUS AND ANALYTIC GEOMETRY III

Infinite series and their convergence is explored and the Taylor series expansion for differentiable functions is developed. Parametric equations and polar functions are considered. Vectors in two and three dimensions along with their algebras are explored. Lines, planes and various families of surfaces in three dimensional space are considered. Material is illustrated and enhanced by the use of software such as *Maple*.

Prerequisite: MAT 206 with a minimum grade of C-.

4 hours a week, 1 semester, 4 credits. Fall

MAT 208 ADVANCED CALCULUS

Functions of several variables are introduced and studied. The calculus is redeveloped in this context. Gradients, directional derivatives, tangent planes and normal lines along with relative and absolute extrema are considered. Line, contour and multiple integration is explored. Vector fields and their calculus are studied. Material is illustrated and enhanced by the use of software packages such as *Maple*.

Prerequisite: MAT 206 with a minimum grade of C-.

4 hours a week, 1 semester, 4 credits. Spring

MAT 211 INTRODUCTION TO MATHEMATICAL PROOFS
(FORMERLY MAT 210)

This course will focus on what a mathematical proof is. Topics include the building blocks of logic and set theory, as well as different proof techniques. These techniques include direct proof, proof by contradiction, and induction. A variety of subjects will be used to draw examples from, including Calculus and Number Theory. This course is strongly recommended to be taken as an introduction to higher level mathematics courses and will be most helpful when taken as a sophomore.

Prerequisite: MAT 205.

2 hours a week, 1 semester, 2 credits.

MAT 241 HISTORY OF MATHEMATICS

This course presents the development of mathematics from the ancient times to the present. Major advances in the field are examined in some depth and how these breakthroughs contributed to the growth of the discipline as a whole is considered. Topics include the birth of the axiomatic system as exemplified by Euclidean geometry, the prescience of Archimedes, the study of roots of polynomials, the development of the calculus and much more.

Prerequisite: MAT 205.

Recommended for prospective teachers.

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

MAT 246 PROBABILITY AND STATISTICS

A calculus based course in the basic concepts of probability and statistics. Topics include: descriptive and inferential statistics, measures of central tendency and dispersion, sample spaces and events, probability axioms, counting techniques, conditional probability and independence. Also included are Bayes' Theorem, expected value, discrete and continuous random variables, probability density functions, various distribution functions and moments, Chebyshev's Theorem and the Central Limit Theorem.

Prerequisite: MAT 206 or departmental permission.

3 hours a week, 1 semester, 3 credits. Fall

MAT 250 THEORY OF INTEREST

This course deals with the mathematical aspects of investment. Topics treated include: interest rates, discount rates, present value, accumulated value, annuities, yield rates, amortization schedules and sinking funds. Applications to be treated include: bonds, real estate mortgages, methods of depreciation and insurance.

Prerequisites: MAT 206 and BUS 315 or BUS 219, or Departmental Approval

3 hours a week, 1 semester, 3 credits.

MAT 307 REAL ANALYSIS

This course provides a closer and more rigorous look at material covered in Calculus I, II and III. It reviews content from single variable calculus and goes further into the theoretical foundations of the subject. Topics covered include the real number system, sequences, limits, continuity, differentiation, Riemann integration and infinite series of numbers and of functions.

Prerequisites: MAT 207 or equivalent with a minimum grade of C.

3 hours a week, 1 semester, 3 credits. Spring 2012, 2014

MAT 346 ADVANCED TOPICS IN PROBABILITY AND STATISTICS

A second course in Probability and Statistics. Topics studied include moment generating functions, jointly distributed random variables, marginal and conditional distributions, hypothesis testing, confidence intervals, minimum variance, unbiased estimators, uniformly most powerful tests and an introduction to stochastic processes.

Prerequisite: MAT 246 (with a minimum grade of C-)

Corequisite: MAT 208 or Departmental Approval

3 hours a week, 1 semester, 3 credits.

MAT 350 DIFFERENTIAL EQUATIONS

The topics of this course include ordinary differential equations of first and second order, homogeneous and non-homogeneous equations, numerical methods involving first order equations, linear differential equations, selected higher order equations, and Laplace Transforms.

Prerequisite: MAT 206.

3 hours a week, 1 semester, 3 credits. Fall 2012, 2014

MAT 352 ELEMENTARY NUMBER THEORY

Prime and composite integers, number-theoretic functions, Diophantine Equations, congruences, the Euler-Fermat Theorem, quadratic residues, continued fractions, Gaussian integers, and algebraic number theory.

Prerequisite: MAT 206.

3 hours a week, 1 semester, 3 credits. Spring 2012, 2014

MAT 354 MODERN ALGEBRA

This course consists of the study of algebraic objects including groups, rings and fields. The study of groups includes cyclic groups, factor groups, permutation groups and the classification of all finitely generated Abelian groups. The study of rings and fields includes integral domains, ideals and extension fields.

Prerequisite: MAT 206 and MAT 356.

3 hours a week, 1 semester, 3 credits. Spring

MAT 356 LINEAR ALGEBRA

This course consists of the study of the algebra of matrices, vector spaces and linear transformations between vector spaces. Topics include determinants, inner product spaces, subspaces of vector spaces, eigenvectors and eigenvalues, diagonalization and factorization.

Prerequisite: MAT 206.

3 hours a week, 1 semester, 3 credits. Fall

MAT 362 MODERN GEOMETRY

This course provides a history of the development of non-Euclidean geometries with an emphasis on hyperbolic geometry. Euclidean geometry is reviewed and the controversy of the Euclidean parallel postulate is examined. Hyperbolic geometry is developed and explored. Various software applications are used to examine the properties of this geometry in the Poincare disk model. Elliptic and projective geometries are also discussed.

Prerequisite: MAT 206.

3 hours a week, 1 semester, 3 credits. Spring 2011, 2013

MAT 364 TOPOLOGY

This course consists of the study of topology, concentrating on point set topology. Some elementary algebraic topology is also considered. Topics include topological spaces, topological equivalence, topological invariants, knots and links, surfaces in space, orientability, manifolds, metric spaces, compactness, connectedness, separation axioms and the fundamental group.

Prerequisite: MAT 206.

3 hours a week, 1 semester, 3 credits. Spring 2012, 2014

MAT 368 FUNCTIONS OF A COMPLEX VARIABLE

This course is the study of functions from the complex plane to itself. The calculus of such functions is developed. Topics include differentiation, analyticity, harmonic functions, transcendental functions, complex contour integration, infinite complex series, residues and conformal mappings.

Prerequisite: MAT 208.

3 hours a week, 1 semester, 3 credits. Spring 2013, 2015

MAT 470 DIRECTED READING

Assigned reading in the mathematical literature. Approval of chairperson necessary.

1 semester, 1, 2 or 3 credits.

MAT 471 SEMINAR

Special topics in the field of modern mathematics; group research project.

Required of mathematics majors in senior year.

2 hours a week, 1 semester, 3 credits. Fall

Computer Science Courses

Certificate in Information Technology Applications

For a description of the program leading to this certificate, see page 228.

COM 140 MICROCOMPUTER APPLICATIONS I (BUS 140)

This course is designed as an introductory course to provide background necessary for the effective use of microcomputers. The emphasis is on the major applications of microcomputers: word processing, relational databases, spreadsheets. The course includes “hands-on” experience with common applications software, as well as an introduction to computer hardware. No previous computer-related experience is necessary.

There are no prerequisites.

Note: Students may not offer this course toward the fulfillment of the Math/Science core.

3 hours a week, 1 semester, 3 credits. Fall

COM 141 MICROCOMPUTER APPLICATIONS II (BUS 141)

This course is intended for students from all disciplines. It will develop intermediate and advanced word-processing, spreadsheet and database techniques, including macros, report generation, database queries, importing and exporting files, address-books, labels, graphics, and table manipulation. It will also include expanded Internet and World Wide Web topics.

Prerequisites: COM 140 or equivalent, or departmental approval.

Note: Students may not offer this course toward the fulfillment of the Math/Science core.

3 hours a week, 1 semester, 3 credits. Spring

COM 150 INTRODUCTION TO COMPUTER PROGRAMMING

This course offers a basic introduction to computer hardware and software. Elementary programming techniques will be taught using VB.net. Emphasis will be on problem solving using the computer.

3 hours a week, 1 semester, 3 credits. Fall

COM 152 COMPUTER PROGRAMMING

An introduction to the concepts underlying computer science and programming such as: abstraction, analysis and modularity. Emphasis is on algorithm development and the use of structured design techniques in solving problems. Students will develop programs using the syntax and semantics of a higher-level language such as C++ or Java. Searching, sorting, recursive algorithms and the concept of objects will be introduced. (Corresponds to ACM CS1)

Prerequisite: COM 150 or departmental approval.

3 hours a week, 1 semester, 3 credits. Spring

COM 200 COMPUTER SCIENCE: AN OVERVIEW

For students from all disciplines. Topics include: computer organization, information representation in digital computers, algorithm development and analysis, programming languages, hardware and software systems, computer networks, information security and database concepts; E-commerce, computer graphics and entertainment; social and ethical computer issues.

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

COM 205 MULTIMEDIA APPLICATIONS

In this course students will be introduced to multimedia principles and technologies. Topics will include effectively representing, processing and retrieving multimedia data such as text, graphics, sound, music, images and video. Students will use the Internet, design and edit an Internet home page, and create a multimedia presentation. Various multimedia tools and techniques will be explored.

Prerequisite: COM 141 or equivalent.

3 hours a week, 1 semester, 3 credits. Fall 2012, 2014

COM 210 ALGORITHMS AND DATA STRUCTURES

This course explores specific classes of problems and their solutions. Fundamental questions concerning computational complexity, data storage and access, data encapsulation using objects, space/time bounds, optimal algorithms and data structures including lists, queues and trees are addressed. Algorithms for important classes of problems such as searching, sorting and pattern-matching will be designed, implemented and tested in a laboratory environment. (Corresponds to ACM CS2.)

Prerequisite: COM 152 and MAT 203, each with a minimum grade of C-.

3 hours a week, 1 semester, 3 credits. Spring 2012, 2014

COM 230 SOFTWARE ENGINEERING AND METHODOLOGY

This course teaches the techniques for managing and producing large maintainable software systems. Topics include cost estimating, requirement specification, design methodologies, implementation and integration, verification and documentation techniques. Students will utilize current automated software engineering tools to apply the learned concepts and will develop a cost estimate, project management plan, functional specification and detailed design specification of a selected software system.

Prerequisite: COM 210 or departmental approval.

3 hours a week, 1 semester, 3 credits. Spring 2012, 2014

COM 249 COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE

This course explores the evolution and physical structure of modern computers, from microcomputers to mainframes: their integrated circuits, components and organization. The concept of a multilayer virtual machine will be explored and programmed using machine language, microcode, operating system interrupts and assembly language. Advanced concepts such as RISC machines, pipelining and parallel computing will be studied. Students will utilize these principles to analyze the design of a current microprocessor.

Prerequisite: COM 152.

3 hours a week, 1 semester, 3 credits. Spring 2013, 2015

COM 260 COMPUTER AND INFORMATION SECURITY

This course combines the theoretical and practical aspects of securing a computer system. The goal is the design and analysis of secure systems, which incorporate confidentiality, integrity and availability. Topics include threats, risk management, access controls, cryptography and encryption, secure code (especially operating systems, databases, programs, email), network and Internet security including firewalls and VPNs. The legal, ethical and privacy issues of information security are emphasized.

Prerequisite: COM 200 or departmental approval.

3 hours a week, 1 semester, 3 credits.

**COM 288 BUSINESS SYSTEMS AND DESIGN
(BUS 288)**

The design and development of information systems for a business environment. Topics will include analysis of information flow, design of business systems, specifications, equipment selection, and file organization. Detailed steps for each phase of the design will be related to business applications on a full scale computer system.

Prerequisite: Any introductory computer course.

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

COM 310 OPERATING SYSTEMS

The emphasis of this course is on the efficient allocation and use of computer resources, especially those involving process and memory management, job scheduling, access to hardware and software resources, security and reliability. Examples will be drawn from standard operating systems (e.g. Windows NT, MS-DOS, UNIX). Questions relating to communications (timesharing, networking, concurrency, distributed systems, synchronization and deadlocks) will be discussed.

Prerequisite: COM 210, with a minimum grade of C-.

3 hours a week, 1 semester, 3 credits. Spring 2012, 2014

COM 360 COMPUTER COMMUNICATIONS AND NETWORKING

The Open System Interconnection (OSI) model provides the theoretical basis for the study of computer communications. Topics include the physical transmission of data, communication protocols and architecture, network addressing, services and applications such as file transfer (ftp), telnet, and e-mail. Topologies, design and implementation issues involved in LANs, WANs and internetworking will be explored.

Prerequisite: COM 210, with a minimum grade of C-.

3 hours a week, 1 semester, 3 credits. Fall 2012, 2014

COM 370 ADVANCED COMPUTER PROGRAMMING

This course will present advanced programming concepts such as inheritance, interfaces, multitasking, interactive network programming, event handling, GUI generation and stream I/O and the use of these concepts in building programs of significant size. Applications, applets and servlets will be investigated. Students will apply the learned concepts by completing several programming projects of significant size.

Prerequisite: COM 152 and COM 210 or their equivalent.

3 hours a week, 1 semester, 3 credits. Spring 2013, 2015

COM 380 DATABASE SYSTEMS

An introduction to the principal functions of a Database Management System (DBMS), physical data organization, relational query languages, and issues of data security and consistency.

Prerequisite: COM 152 or departmental approval.

3 hours a week, 1 semester, 3 credits. Fall 2012, 2014

COM 390 ADVANCED APPLICATION PROGRAMMING AND DATABASE SYSTEMS

This course covers information systems design and implementation with a focus on database management systems. Students will apply design strategies, system analysis and project management principles along with advanced programming skills to create a full-scale database application. Students will utilize Project Management Software and embedded SQL in a high-level programming language such as Java, VB.net.

Prerequisites: COM 288 and COM 380.

3 hours a week, 1 semester, 3 credits. Spring 2013, 2015

COM 498 INTERNSHIP IN COMPUTER INFORMATION SYSTEMS

The internship provides a carefully supervised experience in the use or management of a Computer Information System. A minimum of 100 hours will be spent in the academic, business or industrial community.

Prerequisites: departmental approval.

2 or 3 credits. Repeatable.



MODERN LANGUAGES

Maria Montoya, Ph.D., *Chairperson*

Antoinette Hertel, Ph.D., *Associate Chairperson*

The Department of Modern Languages at St. Joseph's College offers a complete series of courses in Spanish leading to a bachelor's degree (with or without teaching certification in secondary education), an Area of Concentration for Child Study majors, or a Minor in Spanish. Courses are also taught in beginning and intermediate French and Italian.

Our courses aim to develop students' proficiency in comprehension and communication, while fostering an understanding and appreciation of other literatures and cultures. Skills acquired in language courses may prove extremely useful in preparation for professional careers in education, business, medicine, law, tourism or other fields.

The Department also provides opportunities for students to engage other cultures and languages outside of the classroom through our service-learning and study abroad programs, in communities from Long Island to Nicaragua and Argentina, as well as Spain.

Please note: Spanish, French and Italian courses numbered 151, 152, 201, 202 are sequential. Therefore, a student may not receive credit for a lower numbered course once a higher numbered course has been taken.

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the ***Core Curriculum Guide 2011***. Continuing students will follow the core curriculum in the 2009-2011 Catalogue.



SPANISH

Major: 36 credits above Spanish 152

Required Courses: SPN 221 and 222
SPN 233 or 234
SPN 260
SPN 401 and 402

The required courses must be satisfactorily completed. An average grade of B- is required of all College Spanish courses applied toward the major. The remaining 21 credits in electives will be chosen with the guidance of an advisor. The department will accept a maximum of 15 transfer credits. Spanish majors are encouraged to study a second language.

Area of Concentration for the Child Study Major: Thirty credits above Spanish 152

Required Courses: SPN 221 and 222
SPN 233 or 234

The required courses must be satisfactorily completed. An average grade of B- is required of all College Spanish courses applied toward the concentration. The remaining 21 credits in electives will be chosen with the advice of the department. A minimum of 15 credits toward the area of concentration must be taken at St. Joseph's College.

Minor: 18 credits above Spanish 152

Required Courses: SPN 221 and 222

The required courses must be satisfactorily completed. An average grade of B- is required of all College Spanish courses applied toward the minor. The remaining 12 credits in electives will be chosen with the advice of the department. A minimum of 12 credits toward the minor must be taken at St. Joseph's College.

Interdisciplinary Minor in Latino Studies

Students of Spanish are encouraged to consider a minor in Latino Studies. (See section on Interdisciplinary Programs and Courses.)

Sigma Delta Pi

St. Joseph's College has a chapter, Phi Delta, of the National Hispanic Honor Society, Sigma Delta Pi. (See section on Academic Life.)

Study Abroad

Students of Spanish are strongly encouraged to study in a Spanish-speaking country while seeking their degree. The St. Joseph's College Global Studies Program works with the Modern Languages Department to provide students with a variety of opportunities for such study.

Courses that are not scheduled can be made available on sufficient demand.

SPN 140 MIRACLES AND MASSACRES
ENG 140

“Miracles and Massacres: Jews, Christians, and Muslims in Early English and Spanish Literature,” examines ethnic, racial and religious identity as represented in English and Spanish literature of the 12-16th centuries. In addition to enduring questions of conflict, diversity, and cross-cultural exchange, the course explores political and social relations among the religious communities particular to the medieval world and the Renaissance. The course includes an active online component and culminates with a study abroad experience in southern Spain.

Open to second semester freshmen.

3 hours a week, 1 semester, 3 credits. Spring 2012

SPN 151 ELEMENTARY I

A communicative approach to the fundamentals of the Spanish language with emphasis on listening comprehension, speaking, and cultural awareness. This course, along with Spanish 152, is designed to enable students to communicate in Spanish in everyday situations.

For students who have no (or little) previous knowledge of Spanish

3 hours a week, 1 semester, 3 credits. Fall

SPN 152 ELEMENTARY II

A continuation of Spanish 151 with increasing emphasis on oral communication, grammatical structures, reading, writing, and appreciation of Hispanic culture.

Open to students who have completed SPN 151 or its equivalent.

3 hours a week, 1 semester, 3 credits. Spring

SPN 201 INTERMEDIATE I

This course seeks to develop intermediate-level communication skills in Spanish. Students will improve their proficiency in speaking, reading, and writing Spanish through interactive activities in the classroom and study of more advanced grammatical structures, vocabulary, and idiomatic expressions. In addition, students will acquire the linguistic and cultural insights which come with the study of a new language.

Open to students who have completed SPN 152 or its equivalent.

3 hours a week, 1 semester, 3 credits. Fall

SPN 202 INTERMEDIATE II

A continuation of Spanish 201. In this course, students will communicate in Spanish on a variety of topics from personal to literary to global. Knowledge of linguistic structures and cultural understanding will be deepened and expanded. Critical thinking, problem-solving skills, and cultural comparisons will be developed.

Open to students who have completed SPN 201 or its equivalent.

3 hours a week, 1 semester, 3 credits. Spring

SPN 211 READINGS IN SPANISH LITERATURE AND CULTURE

Readings and discussions based on Spanish literary texts, as well as on essays and articles reflecting the contemporary culture of Spain. Focus on improvement of analytical and writing skills. Conducted in Spanish.

Open to students who have completed SPN 202 or three years of high school Spanish, or with special permission.

3 hours a week, 1 semester, 3 credits. Fall 2013

SPN 212 READINGS IN LATIN AMERICAN LITERATURE AND CULTURE

Readings and discussions based on Latin American literary texts, as well as on essays and articles reflecting the contemporary culture of Latin America. Focus on improvement of analytical and writing skills. Conducted in Spanish.

Open to students who have completed SPN 202 or three years of high school Spanish, or with special permission.

3 hours a week, 1 semester, 3 credits. Spring 2013

SPN 215 STUDIES IN HISPANIC LITERATURE AND ART

An introduction to related themes of literature and art from Spain and Latin America. Focus on development of reading and writing skills. Writers and artists include Gabriel García Márquez, Ana María Matute, Frida Kahlo, and Francisco de Goya. Conducted in Spanish.

Open to students who have completed SPN 202.

3 hours a week, 1 semester, 3 credits. Spring 2014

SPN 221 ADVANCED GRAMMAR

Study of Spanish grammar, vocabulary, and idioms on an advanced level. Readings and discussions of Spanish and Latin American texts. Focus on development of written and spoken Spanish.

Open to students who have completed SPN 202 or four years of high school Spanish, or with special permission.

3 hours a week, 1 semester, 3 credits. Fall

SPN 222 ADVANCED COMPOSITION AND CONVERSATION

Focus on improvement of writing, oral, and analytical skills.

Open to students who have completed SPN 221 or with special permission.

3 hours a week, 1 semester, 3 credits. Spring

SPN 223 CONVERSATION

A course intended to help the student acquire a greater degree of fluency in the spoken language.

Open to students who have completed Spanish 222 or its equivalent.

Not open to native speakers of Spanish.

3 hours a week, 1 semester, 3 credits. Fall 2012

SPN 233 CIVILIZATION AND CULTURE OF SPAIN

An introduction to the civilization and culture of the Spanish people. Topics include geography, history, art, music, film, and current events. Conducted in Spanish.

Open to students who have completed SPN 211, 212 or 221, or with special permission.

3 hours a week, 1 semester, 3 credits. Spring 2012

SPN 234 CIVILIZATION AND CULTURE OF LATIN AMERICA

An introduction to the civilization and culture of the peoples of Latin America. Topics include geography, history, literature, art, music, film, and current events of the countries of Hispanic America. Conducted in Spanish.

Open to students who have completed SPN 211, 212 or 221, or with special permission.

3 hours a week, 1 semester, 3 credits. Fall 2011

Advanced Literature

SPN 260 INTRODUCTION TO HISPANIC LITERATURE

Readings from Spanish and Latin American literature; literary analysis in the four basic genres: narrative, poetry, drama, and the essay; study of figurative language; compositions and conversation in Spanish.

3 hours a week, 1 semester, 3 credits. Fall 2012

SPN 261 SURVEY OF SPANISH LITERATURE

A study of representative literature of Spain from its origins to the end of the Golden Age. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits. Fall 2013

SPN 262 SURVEY OF SPANISH LITERATURE II

A continuation of Spanish 261. The study of the literature of Spain from the eighteenth century to the twenty-first. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits. Spring 2011

SPN 263 SURVEY OF LATIN AMERICAN LITERATURE

A study of the literature of Latin America from pre-Columbian times through the twenty-first century. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits. Fall 2013

SPN 302 CERVANTES: DON QUIJOTE

An analytical study of Cervantes' masterpiece from a structural and stylistic point of view, taking into consideration the evolution of its critical interpretations, its relation to the period, and its expression of universal values. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits.

SPN 304 CONTEMPORARY SPANISH DRAMA

Study of Spanish drama from the 20th century to the present. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits. Spring 2013

SPN 305 CONTEMPORARY LATIN AMERICAN DRAMA
(FORMERLY SPN 324)

Study of Latin American drama from the 20th century to the present. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits. Fall 2012

SPN 340 CONTEMPORARY HISPANIC CINEMA

This course presents a selection of some of the most culturally relevant contemporary films from the Hispanic world. This course is interdisciplinary and cross-cultural, with an emphasis on the socio-economic and political issues that are raised in each film. Discussions of the films will be informed by readings of scholarly articles relating to the topics raised and film reviews. Conducted in Spanish.

Not open to Freshmen.

3 hours a week, 1 semester, 3 credits. Spring 2014

SPN 350 HISPANIC WOMEN WRITERS

A study of the contributions of Latin American, Latina, and Spanish women authors to contemporary Hispanic literature. Readings and discussions of essays, plays, poetry, short stories, and testimonies explore current social, cultural, and political issues by contrasting different voices and points of view. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits. Fall 2011

SPN 370 SPECIAL TOPICS IN HISPANIC LITERATURE
AND CULTURE

This course will include Latin American and Spanish writers, as well as aspects of Hispanic culture not covered in depth in the regular course offerings. It will enable students to take advantage of faculty expertise in diverse areas which are of interest to both faculty and students.

3 hours a week, 1 semester, 3 credits. Spring 2012

SPN 401 SENIOR THESIS SEMINAR I

Students conduct research for an extended paper on a Spanish or Spanish-American literary or cultural topic.

Required of all majors. Conducted in Spanish.

2 hours a week, 1 semester, 2 credits. Spring

SPN 402 SENIOR THESIS SEMINAR II

Continuation of SPN 401. Students write an extended research paper on a Spanish or Spanish-American literary or cultural topic.

Required of all majors. Conducted in Spanish.

1 hour a week, 1 semester, 1 credit. Fall

FRENCH

FRE 151 ELEMENTARY I

A communicative approach to the fundamentals of the French language with emphasis on listening comprehension, speaking, and cultural awareness. This course, along with French 152, is designed to enable students to communicate in French in everyday situations.

For students who have no (or little) previous knowledge of French.

3 hours a week, 1 semester, 3 credits. Fall

FRE 152 ELEMENTARY II

A continuation of French 151 with increasing emphasis on oral communication, grammatical structures, reading, writing, and appreciation of French culture.

Open to students who have completed FRE 151 or its equivalent.

3 hours a week, 1 semester, 3 credits. Spring

FRE 201 INTERMEDIATE I

This course seeks to develop intermediate-level communication skills in French. Students will improve their proficiency in speaking, reading, and writing French through interactive activities in the classroom and study of more advanced grammatical structures, vocabulary, and idiomatic expressions. In addition, students will acquire the linguistic and cultural insights which come with the study of a new language.

Open to students who have completed FRE 152 or its equivalent.

3 hours a week, 1 semester, 3 credits. Fall

FRE 202 INTERMEDIATE II

A continuation of French 201. In this course, students will communicate in French on a variety of topics from personal to literary to global. Knowledge of linguistic structures and cultural understanding will be deepened and expanded. Critical thinking, problem-solving skills, and cultural comparisons will be developed.

Open to students who have completed FRE 201 or its equivalent.

3 hours a week, 1 semester, 3 credits. Spring

FRE 211 FRENCH READINGS I

Readings and discussions based on French texts. Review of the language through literature, civilization, and the contemporary scene.

Open to students who have completed three or more years of high school French.

3 hours a week, 1 semester, 3 credits. Fall

FRE 212 FRENCH READINGS II

Advanced readings and discussions based on French texts. Continued study of the language through literature, civilization, and the contemporary scene.

Open to students who have completed French 211.

3 hours a week, 1 semester, 3 credits. Spring

ITALIAN

ITL 151 ELEMENTARY I

A communicative approach to the fundamentals of the Italian language with emphasis on listening comprehension, speaking, and cultural awareness. This course, along with Italian 152, is designed to enable students to communicate in Italian in everyday situations.

For students who have no (or little) previous knowledge of Italian.

3 hours a week, 1 semester, 3 credits. Fall

ITL 152 ELEMENTARY II

A continuation of Italian 151 with increasing emphasis on oral communication, grammatical structures, reading, writing, and appreciation of Italian culture.

Open to students who have completed ITL 151 or its equivalent.

3 hours a week, 1 semester, 3 credits. Spring

ITL 201 INTERMEDIATE I

This course seeks to develop intermediate-level communication skills in Italian. Students will improve their proficiency in speaking, reading, and writing Italian through interactive activities in the classroom and study of more advanced grammatical structures, vocabulary, and idiomatic expressions. In addition, students will acquire the linguistic and cultural insights which come with the study of a new language.

Open to students who have completed ITL 152 or its equivalent.

3 hours a week, 1 semester, 3 credits. Fall

ITL 202 INTERMEDIATE II

A continuation of Italian 201. In this course, students will communicate in Italian on a variety of topics from personal to literary to global. Knowledge of linguistic structures and cultural understanding will be deepened and expanded. Critical thinking, problem-solving skills, and cultural comparisons will be developed.

Open to students who have completed ITL 201 or its equivalent.

3 hours a week, 1 semester, 3 credits. Spring

ITL 211 ITALIAN READINGS I

Readings and discussions based on Italian texts. Review of the language through literature, civilization, and the contemporary scene.

Open to students who have completed three or more years of high school Italian.

3 hours a week, 1 semester, 3 credits. Fall

ITL 212 ITALIAN READINGS II

Advanced readings and discussions based on Italian texts. Continued study of the language through literature, civilization, and the contemporary scene.

Open to students who have completed Italian 211.

3 hours a week, 1 semester, 3 credits. Spring



PHILOSOPHY

Wendy Turgeon, Ph.D., *Chairperson*

Philosophy, the love of wisdom, is at the heart of a liberal education. It seeks to question and interpret the full range of human experience and critically examine the assumptions, methods, and claims of other bodies of knowledge represented in the curriculum, including its own.

On a personal level philosophy challenges students to think critically from the point of view informed by the history of ideas and from a variety of perspectives. Ultimately, philosophy aims at a wisdom that may support a meaningful life and guide life's decisions.

Courses in philosophy provide an excellent foundation for professional study in law, history, education, the natural and social sciences, and religious studies.

With the advances of technology, students on the Brooklyn campus have opportunities to take philosophy courses based on the Long Island campus. Consult the department for information about these dual-campus course opportunities.

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the *Core Curriculum Guide 2011*. Continuing students will follow the core curriculum in the 2009-2011 Catalogue.

Minor: (18 credits)

PHI 123, 124, plus 12 credits, 9 of which must be above the 100 level.

PHI 123 THE ART OF THINKING

This is a basic course which aims to demonstrate, analyze, and develop fundamental skills in critical thinking and effective communication which are the mark of an educated person. Students will be expected to evaluate and construct arguments in a wide variety of contexts that bear upon the moral, political, and professional dimensions of their lives.

3 hours a week, 1 semester, 3 credits. Fall

PHI 124 INVITATION TO PHILOSOPHY

PHI 124 is designed to introduce students to the problems, methods, and aims specific to philosophy. It seeks to accomplish this through discussion of a variety of traditional and contemporary examples of philosophical literature which will challenge students to think critically about their values, their claims to knowledge, and their beliefs about reality. Individual instructors may follow either an historical or a problematic approach to this course. Additionally, PHI 124 seeks to encourage awareness of the relation between philosophy and other disciplines of the core curriculum.

3 hours a week, 1 semester, 3 credits. Spring

PHI 135 MODELS OF THE SELF

An examination of selected writings from great philosophers having implications for different ways of self-understanding.

3 hours a week, 1 semester, 3 credits. Spring

PHI 150 GREAT PHILOSOPHERS

A study of the fundamental ideas of central figures in philosophy from Plato to Kant. Directed readings and discussions on Plato, Aristotle, Aquinas, Descartes, Hume and Kant.

3 hours a week, 1 semester, 3 credits. As needed

PHI 154 SOURCES OF GREAT WESTERN IDEAS

CLA 154

This course undertakes a study of the classical origins of Western philosophy in Greece and Rome with a special emphasis on its relevance to Modern times. Readings may include literature, drama, poetry, as well as the classic Greek philosophical texts in an examination of such foundation concepts as nature, self, soul, and virtue.

Course may be credited to Philosophy or to the Classics.

3 hours a week, 1 semester, 3 credits. Spring

PHI/CLA/HIS 157 ORIGINS OF SELF AND SOCIETY IN
ANCIENT GREECE AND ROME

This course will explore the origins of the concepts of self and society in Western Culture in the history and philosophy of classical Greece and Rome. In addition to independent readings in the historical and philosophical literature, this class includes an intensive study abroad component. The class will meet as a seminar during the spring term, include an active online course experience and complete its investigation through readings and discussion at the sites in Greece and Rome in a two-week trip at the end of May.

This course is targeted for freshmen as a special opportunity for interdisciplinary study coupled with a study abroad experience.

1 semester, 3 credits. Spring 2013

PHI 160 INTRODUCTION TO ETHICS

What are the sources of morality? What makes an action right or wrong? What constitutes "the good life?" This course will explore these questions and examine related issues such as absolutism vs. relativism, objectivism vs. subjectivism, rules vs. outcomes. General theories will be applied to specific ethical dilemmas through discussion.

3 hours a week, 1 semester, 3 credits. Fall and Spring

PHI 240 AMERICAN PHILOSOPHY

This course will examine the rich heritage of American philosophy as a resource to enable students to understand and manage the rapid changes, increasing social diversity, and conflicting paradigms of beliefs, meaning and value which characterize the twenty-first century. From Emerson and Thoreau through Peirce, James, Dewey, and Mead to contemporary neo-pragmatists, American thinkers will be examined for the ideas, ideals, and methods of thinking which shape many of our contemporary views of education, religion, society and politics, and the American psyche.

Recommended: Either PHI 124, 154, or a course in American history or political thought subject to departmental approval.

3 hours a week, 1 semester, 3 credits. Fall

PHI 345 SOCIAL AND POLITICAL PHILOSOPHY

This course will examine one of the central questions of philosophy and social theory, namely how we, as human beings, should live together. In addition to examining basic questions concerning community and human nature in the works of philosophers stretching from Plato, Aristotle, Rousseau, Kant, Marx to Foucault, Habermas, Rawls and Young, this class will also address specific political and social issues such as the rights of the individual in relation to the power of the state and society; the nature and legitimacy of political authority and democracy; the significance of power, economics, justice and equality in social life; and the role of class, race, and gender in politics.

3 hours a week, 1 semester, 3 credits. Spring 2013

Online Courses: The Department sometimes offers courses in an online format. Check the semester course schedule for details.



PHYSICAL EDUCATION

The courses in physical education are designed to foster the student's development in skills including coordination, accuracy, alertness, strength and endurance; beneficial use of leisure time through sportsmanship, cooperation, courtesy, leadership and fellowship. Team sports are available within the non-academic program.

Students may earn a maximum of four physical education credits toward their degree. Of these four credits, a maximum of two credits may be for participation on varsity teams.

PE 103 TAI CHI

Originally created for both self-defense and health benefits, Tai Chi today is often practiced for health, meditation, stress reduction, and core strength training. It consists of sequences of movements performed at a slow and controlled pace. In this introductory course, students learn basic Tai Chi movements.

2 hours a week, 1 semester, 1 credit. Fall

PE 104 INTRODUCTION TO HIP HOP DANCE (DAN 104)

This course will introduce students to the movement fundamentals of the hip hop dance vocabulary. In addition, it will develop general movement skills, coordination and improve overall conditioning. Open to all levels.

2 hours a week, 1 semester, 1 credit. Fall

PE 107 INTRODUCTION TO LATIN DANCE

This course will introduce students to the movement fundamentals of the varied forms of Latin dance. In addition, it will develop general movement skills, coordination and improve overall conditioning. Open to all levels.

2 hours a week, 1 semester, 1 credit. Fall 2011

PE 113 AEROBICS AND FITNESS

The purpose of this course is to educate the student in the various methods of aerobic training, with the emphasis on cardiovascular exercises.

2 hours a week, 1 semester, 1 credit. Spring

PE 114 WEIGHT TRAINING

Beginning course in weight training and conditioning. Nutrition, diet and carryover effects of this course will be discovered through actual participation.

2 hours a week, 1 semester, 1 credit. Spring

PE 118 INTRODUCTION TO AFRO-CARIBBEAN DANCE
(DAN 118)

This course will explore the fundamentals of movement in Afro-Caribbean Dance. Students will have the ability to develop skills in isolations and polyrhythmic movement as well as developing general movement skills and coordination. Open to all levels.

2 hours a week, 1 semester, 1 credit. Fall

PE 120 SELF-DEFENSE

The psychology and techniques of self-defense.

2 hours a week, 1 semester, 1 credit. Fall and Spring

PE 122 DANCE MOVEMENT I
(DAN 110)

This class will focus on the fundamental techniques of dance movement, emphasizing expression and form. Exploring movement in space and the fundamentals of rhythm, the class will develop movement skills and coordination. Open to all levels.

2 hours a week, 1 semester, 1 credit. Fall

PE 128 CARDIO KICK-BOXING FOR FITNESS

A cardio physical fitness program done with music, which includes no-contact boxing and martial arts techniques, along with some exercise and stretching routines.

2 hours a week, 1 semester, 1 credit.

PE 129 INTRODUCTION TO TAP DANCE
(DAN 112)

This course will introduce the student to the technique and fundamentals of tap dancing. Students will have the ability to develop their skills as well as strengthening their tap sounds and quality. The class will consist of a warm up, across the floor work, and end with a combination. Open to all levels.

2 hours a week, 1 semester, 1 credit. Spring

PE 130 INTRODUCTION TO THEATER DANCE
(DAN 113)

This class will introduce the student to theater jazz with a focus on technique, style, and performance. The class will consist of a warm up, across the floor work, and end with a combination. A range of Broadway musicals and choreographers from classic to modern will be covered. Open to all levels.

2 hours a week, 1 semester, 1 credit. Spring

Members of the Women's or Men's designated Varsity sports may earn 1/2 credit for one season, in accordance with the policy that students may earn 1/2 academic credit per season for a total of two credits toward the degree for participation in co-curricular activities approved for credit by the faculty. Consult Moderator and Director of Athletics.

PHYSICAL SCIENCES

Jill Rehmann, Ph.D., *Chairperson*

The introductory courses in the physical sciences are designed to give the student a basic understanding of the nature of matter and the physical universe and of the impact of the physical sciences on society. The advanced courses offer the training needed by those who will be professionally concerned with scientific matters in the future in industry, research, medicine, or teaching.

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the ***Core Curriculum Guide 2011***. Continuing students will follow the core curriculum in the 2009-2011 Catalogue.

CHEMISTRY

Major:

All students who major in Chemistry must take the following courses:

CHE 150, 151, 250, 251, 260, 450

MAT 205, 206

PHY 150, 151

Plan A students are required to add CHE 350, 351, 460 and any one of CHE 331, 360, 420, or 440.

Chemistry Majors preparing for Secondary School Teaching are required to add CHE 350, 351, 460, BIO 150, 151. For other requirements, see Education Department section.

Business Sequence students are required to add CHE 350, CHE 351, CHE 360, BUS 100, ACC 110, and ECO 120 or 226.

Biochemistry Sequence students are required to add BIO 150, 151, CHE 331, 332, 349, 460, BIO 290, 330 and one additional 4 credit biology course at the 300 level or above.

A minimum grade of C is required CHE 150 and CHE 151 before the declaration of a major. A minimum grade of C is necessary in each course required for the major in order to continue as a major.

Area of Concentration for Child Study Majors: Child Study majors will elect their courses (30 credits in the Biological and Physical Sciences) with the approval of the Child Study Department Chairperson and the Biology and Physical Science Chairpersons.

Required: 18 credits

BIO 150, 151, CHE 150, 151

Electives: 12 credits selected from:

BIO 200, 260, 280, 290, CHE 250, 251, 260, PHY 150, 151

Minor in Chemistry: CHE 150, 151, 250, 251 and two additional chemistry courses at the 200 level or above excluding CHE 450 and 460. Elective courses are to be selected with departmental advisement. A minimum grade of C in all chemistry courses is required for the chemistry minor.

Articulation with Kingsborough Community College: St. Joseph's has an articulation agreement with Kingsborough through which KCC students who complete the A.S. Degree in Chemistry may transfer to St. Joseph's for the B.S. in Chemistry. Consult either school for specific details.

CHE 120 CHEMISTRY AND SOCIETY

The study of the basic principles of chemistry focuses upon understanding chemical phenomena in contemporary life. The nonscience major will understand applications of the theories of chemistry to modern world conditions such as water and air pollution, use of drugs, and alternative energy.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Fall, Spring

Lab fee-\$30

CHE 125 TOPICS IN FORENSIC SCIENCE

Forensic science is a significant element in the process of solving crimes. Careful analysis of material at or from the crime scene requires a knowledge of various sciences, and chemistry is integral to most investigations. A non-science major will find the application of chemical principles to the characteristics of soil, fiber, paint, body fluids, explosives, fingerprints, drugs and other forensic evidence of contemporary importance.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Offered when there is sufficient student demand.

Lab fee-\$30

CHE 135 INTRODUCTION TO ENVIRONMENTAL CHEMISTRY

In this course students will be introduced to fundamental principles of chemistry to gain an understanding of how natural and man-made substances influence environment. The environmental impact of human activities on the chemistry of the land, water and atmosphere will be considered. Environmental issues that will be discussed include energy use and climate change, air pollution, ozone depletion, water pollution and treatment, waste disposal, and the impact of insecticide and herbicide use in agriculture.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Offered when there is sufficient student demand.

Lab fee-\$30

CHE 140 CHEMISTRY AND ART

The role of chemistry in the art world has historically been a close relationship, both in theory and in practice. This course offers the opportunity to experience creativity based upon an appreciation of relationships and applications among chemical substances. Forgeries in art will also be investigated.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Offered when there is sufficient student demand.

Lab fee-\$30

CHE 150 GENERAL CHEMISTRY I

An intensive study of the laws and concepts of chemistry; atomic and molecular structure, stoichiometry and thermochemistry involved in chemical reactions. Bonding theories and intermolecular forces are related to chemical and physical properties. Emphasis on measurements in the laboratory.

Prerequisite: Departmental approval.

4 hours lecture, 3 hours laboratory a week, 1 semester, 5 credits.

Fall

Lab fee-\$60

CHE 151 GENERAL CHEMISTRY II

A continuation of Chemistry 150. Topics include properties of gases, liquids, solids and solutions. Equilibrium is emphasized in its relation to thermodynamics, rates of reaction, acid-base chemistry, oxidation and reduction, electrochemistry. Nuclear chemistry is briefly considered.

Prerequisite: Minimum grade of C in Chemistry 150 or Departmental approval

4 hours lecture, 3 hours laboratory a week, 1 semester, 5 credits.

Spring

Lab fee-\$60

CHE 175 PRINCIPLES OF GENERAL, ORGANIC
AND BIOCHEMISTRY

A one-semester course designed for students in the health care professions. The course includes the concepts of atomic and molecular structure, phases of matter, stoichiometry, equilibrium, acids and bases, nuclear chemistry, descriptive organic chemistry, carbohydrates, lipids, proteins and nucleic acids. The concepts of the course are demonstrated and explored in laboratory experiments.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Fall

Lab fee-\$30

CHE 250 ORGANIC CHEMISTRY I

An introduction to structure, bonding, and the chemical properties of organic compounds. Addition, substitution and elimination reaction mechanisms are emphasized by investigating the chemistry of alkenes, alkynes and alkyl halides. The laboratory will emphasize basic organic techniques including distillation, extraction, chromatography and spectroscopy.

Prerequisite: Minimum grade of C in Chemistry 150, 151

4 hours lecture, 4 hours laboratory a week, 1 semester, 5 credits.

Fall

Lab fee-\$60

CHE 251 ORGANIC CHEMISTRY II

A continuation of the integrated study of organic molecules focusing on the reactions of aromatic, carbonyl compounds, and amines, as well as on multi-step synthesis of complex molecules. The laboratory will emphasize preparation, purification, and identification of organic compounds.

Prerequisite: Chemistry 250

4 hours lecture, 4 hours laboratory a week, 1 semester, 5 credits.

Spring

Lab fee-\$60

CHE 260 ANALYTICAL CHEMISTRY

A study of the theory and practice of modern analytical chemistry. Particular emphasis is placed upon contemporary instrumental techniques, especially spectroscopic and chromatographic methods of chemical analysis. Classic volumetric and gravimetric analytical methods are also included.

Prerequisite: Chemistry 151

3 hours lecture, 4 hours laboratory a week, 1 semester, 4 credits.

Spring 2012, 2014

Lab fee-\$60

CHE 331 BIOCHEMISTRY I

An introduction to biological molecules, including proteins, lipids, carbohydrates, coenzymes, and hormones, focusing on the relationship between molecular structure and biological function. Areas of study include enzyme mechanism, catalytic and regulatory strategies, and properties of membranes. An introduction to metabolic pathways is presented to demonstrate how these molecules work together to support life processes.

Prerequisite: Chemistry 250

3 hours a week, 1 semester, 3 credits. Fall

CHE 332 BIOCHEMISTRY II

Advanced study of biological molecules emphasizing fundamental metabolic pathways. Carbohydrate metabolism and cellular energy generation are studied focusing on the thermodynamic, kinetic and regulatory aspects of these pathways. Also included are biomolecular oxidation-reduction processes, biological energy storage, and biosynthesis of amino acids, lipids, nucleic acids, and hormones. Applications to medical diagnosis and treatment are included.

Prerequisite: Chemistry 331

3 hours lecture, 1 semester, 3 credits. Spring

CHE 349 PHYSICAL CHEMISTRY FOR THE LIFE SCIENCES

An introduction to the laws of chemical thermodynamics and kinetics, covering real and ideal systems, phase equilibria, chemical equilibria, rate equations and mechanisms, and collision and transition state theory, emphasizing the biological applications of these concepts.

Prerequisite: Calculus, Chemistry 151

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Fall 2012, 2014

Lab fee-\$60

CHE 350 THERMODYNAMICS AND KINETICS

An introduction to the laws of chemical thermodynamics and kinetics, covering real and ideal systems, phase equilibria, chemical equilibria, rate equations and mechanisms, and collision and transition state theory, emphasizing biological applications of these concepts.

Prerequisites: Calculus, Chemistry 151

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Fall 2012, 2014

Lab fee-\$60

CHE 351 QUANTUM MECHANICS AND MOLECULAR STRUCTURE

The basic principles of quantum mechanics are introduced in the context of molecular structure, bonding theory, symmetry, energy level transitions, spectroscopic analysis of matter, and computational methods for predicting molecular structure.

Prerequisite: Calculus, Chemistry 151

3 hours lecture, 1 semester, 3 credits. Spring 2013, 2015

CHE 360 INTRODUCTION TO INDUSTRIAL CHEMISTRY

A study of the chemical substances used to supply the needs and wants of modern society, the processes by which these substances are produced, and the impact of these processes on society.

Prerequisite: Chemistry 251

1 hour lecture; guided independent study, 1 semester, 3 credits. Offered when there is sufficient student demand.

CHE 410 INTERNSHIP

Practical experience in a laboratory or other similar setting approved by the Department. This option enables students to acquire skills appropriate to their career plans.

Prerequisite: Junior or Senior Chemistry major, 3.0 cum in major courses, acceptance at the cooperative institution, and Departmental approval.

A minimum of 130 hours is required. 3 credits.

CHE 440 INORGANIC CHEMISTRY

This study of the groups of elements that are found in inorganic and organometallic compounds focuses upon bonding theories that explain the structures of these compounds. Elements are also examined for acid-base behavior as related to electron affinity. Advanced spectroscopic and resonance methods for deducing molecular structures are investigated.

Prerequisite: CHE 349 or 350 or 351

3 hours a week, 1 semester, 3 credits. Offered when there is sufficient student demand.

CHE 450 SEMINAR IN CHEMISTRY

A consideration of the use of the chemical literature and the methods of scientific research; presentation of a seminar paper, and attendance at seminars given in universities in the metropolitan area.

Required of majors in the senior year.

1 semester, 1 credit. Fall

CHE 460 SENIOR PROJECT

A course allowing individual investigation in some special field of chemistry, may involve literature or laboratory research.

Required of majors in the senior year.

2 semesters, 3 credits for the year.

SCI 130 NUTRITION AND HEALTH

See Interdisciplinary Courses.

SCI 135 NUTRITION AND PERSONAL HEALTH

See Interdisciplinary Courses.

SCI 165 ENERGY AND THE ENVIRONMENT

See Interdisciplinary Courses.

PHYSICS

PHY 150 GENERAL PHYSICS I-MECHANICS, MOLECULAR PHYSICS, HEAT, SOUND

Newton's laws of motion, mechanics and properties of matter, mechanics of rigid bodies, work and energy, fluids in motion, molecular and atomic theory, special properties of matter due to molecular forms, elasticity, temperature, quantity of heat, work and heat, transfer of heat, wave motion and sound.

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Fall

Lab fee-\$60

PHY 151 GENERAL PHYSICS II-MAGNETISM, ELECTRICITY,
OPTICS, ATOMIC PHYSICS

Magnetism, electrostatics, electric circuits, electromagnetism; conduction through gases, radioactivity; nature of light propagation, photometry, reflection, refraction, lenses, optical instruments, interference, diffraction, polarization.

Prerequisite: Physics 150

3 hours lecture, 3 hours laboratory a week, 1 semester, 4 credits.

Spring

Lab fee-\$60

SCI 150 INTRODUCTION TO PHYSICAL SCIENCE

An investigation into the physical sciences designed for the non-science major. This course, which provides insights into modern developments in the areas of physics and chemistry, is specifically designed for students whose professional goal is education.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.

Fall, Spring

Lab fee-\$30



PSYCHOLOGY

Andrew Quinn, Ph.D., *Chairperson*

Elizabeth Anslow, Ph.D., *Associate Chairperson*

The psychology major is designed for those students who need a solid preparation for graduate study in psychology. The departmental offerings are also suitable for those students who intend to engage in any of the professions in which knowledge of psychological principles is fundamental. Many courses are relevant for those students who are interested in enriching their understanding of human behavior.

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the ***Core Curriculum Guide 2011***. Continuing students will follow the core curriculum in the 2009-2011 Catalogue.

Major: (33 credits) The following courses are required to complete the major: PSY 100, 315, 380, 391 and 460. In addition, MAT 107 is a prerequisite for PSY 315. Elective courses in psychology should be selected from a variety of areas with departmental advisement.

Biology is the preferred natural science core for psychology majors. Students who are preparing for graduate study in psychology are advised to complete courses in a foreign language and in computer science.

Minor: (18 credits with no more than 6 credits in 100 level courses.) PSY 100 is required. Elective courses in psychology should be selected with departmental advisement to complement the student's major field of study. Human Relations majors or Child Study majors with an area of concentration in Psychology or Human Relations may not elect to minor in Psychology.

Area of Concentration for Child Study Majors: (30 credits with no more than 9 credits in 100 level courses): The following courses are required to complete the concentration: PSY 100, 200 or 210, 220, 261. PSY 150 is recommended for concentrates. Students who plan to go to graduate school for psychology are advised to complete PSY 315, 380 and 391 as well.

Certificate In Gerontology

For a description of the program leading to this certificate, see page 229.

PSY 100 INTRODUCTION TO PSYCHOLOGY

A broad introduction to the methodology, concepts, and major content areas of psychology designed to provide the student with a scientific basis for understanding human behavior.

3 hours a week, 1 semester, 3 credits. Fall and Spring

PSY 120 CHILD PSYCHOLOGY AND DEVELOPMENT II
(CS 102)

A study of the patterns of physical, cognitive, social/emotional development of the child age two to adolescence, with emphasis on the pre-school and middle childhood periods. Topics include theories of research applicable to the developmental sequences in cognition, play and peer relationships, parent/child relationships, pro-social and moral development, cross-cultural perspectives, and contemporary issues of concern: such as poverty, divorce and abduction.

5 hours of directed observation of children.

3 lecture hours, 1 semester, 3 credits. Spring

PSY 130 LIFE SPAN DEVELOPMENT

A comprehensive review of human growth and development from the prenatal period through infancy, childhood, adolescence and the various stages of adulthood up to and including old age, death and bereavement. Each developmental era will be examined in terms of its physiological, emotional, cognitive, interpersonal/social and relevant existential/spiritual aspects.

Not open to Child Study majors.

3 hours a week, 1 semester, 3 credits. Offered at department's discretion.

PSY 150 GROUP DYNAMICS AND COMMUNICATION

A theoretical introduction to small group processes, with an emphasis on the relationship between groups and the individual, and the communication process. Students participate in small group exercises as part of the course requirements.

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

PSY 170 EDUCATIONAL PSYCHOLOGY
(EDU 115)

An introduction to the psychological foundations of education, aimed at developing basic competence in the understanding of growth and development, the psychology of personality and adjustment, the assessment and handling of individual differences, and the psychology of learning. A minimum of 20 hours of fieldwork required.

Usually taken in sophomore year.

3 hours a week, 1 semester, 3 credits. Fall

PSY 180 PSYCHOLOGY OF WOMEN

Examination of the biological, social and cultural influences on the psychological development of women. Focus on the vital issues which modern women face daily in a rapidly changing world.

3 hours a week, 1 semester, 3 credits. Spring

PSY 200 PSYCHOLOGY OF LEARNING

An examination of the major theories of learning, and the study of human and animal research in classical and operant conditioning, observational learning, and verbal learning.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 210 COGNITIVE PROCESSES

An examination of models of human cognition focusing on perceptual processes, mental representation, thinking and problem solving, reasoning, language, intelligence and creativity.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall

PSY 220 ADOLESCENT PSYCHOLOGY

A comprehensive survey of adolescent behavior in its intellectual, emotional, and social aspects. Techniques for enhancing the adolescent's potential for growth and productivity are given special consideration.

Prerequisite: PSY 100 or PSY 170 (EDU 115)

3 hours a week, 1 semester, 3 credits. Fall and Spring

PSY 230 ADULT DEVELOPMENT AND AGING

Focus on human development from early adulthood through middle age, aging, and death. Emphasis is on the growth of the individual in relation to contemporary society, with theoretical viewpoints and empirical results from individual, social, and developmental psychology.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring 2012, 2014

PSY 251 SOCIAL PSYCHOLOGY

An analysis of the processes of social interaction and their effects upon the behavior and attitudes of individuals and groups.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall and Spring

PSY 261 PSYCHOLOGY OF PERSONALITY

A survey of the major contemporary theories of personality and the important applications associated with each theoretical approach.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall and Spring

PSY 271 ABNORMAL PSYCHOLOGY

An examination of the diagnostic classifications of abnormality with an emphasis on causation and treatment.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall

PSY 280 INDUSTRIAL PSYCHOLOGY

Application of psychology to business and industry in the area of personnel selection, training and evaluation, job satisfaction, motivation, communication, and man-machine interface.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall and Spring

PSY 290 FORENSIC PSYCHOLOGY

An examination of the application of psychology to the legal system including mental health law, the rights of special groups, domestic violence and child abuse, child custody, sexual harassment and abuse, assessing competency and insanity, psychological damage, psychological autopsy, jury selection and behavior, eyewitness testimony, polygraphs, and mental health professionals as expert witnesses.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall and Spring

PSY 300 PSYCHOLOGICAL TESTING

An introduction to psychological measurement including the history of mental testing; the statistical concepts of test construction; and a survey of tests of intelligence, aptitude, achievement, personality, and tests for special populations. Students will administer practice tests and participate in demonstrations of the major types of assessment techniques.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 315 STATISTICS FOR PSYCHOLOGICAL RESEARCH

An examination of the various inferential statistics for hypothesis testing in psychological research, including bivariate analyses; analyses of variance; linear, curvilinear, and multiple regressions; and non-parametric approaches.

Prerequisite: PSY 100 and MAT 107

3 hours a week, 1 semester, 3 credits. Fall

PSY 325 INTRODUCTION TO BEHAVIOR MODIFICATION

Introduction to the methods and theory of behavior modification and its application to specific behavior problems.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 330 SELECTED TOPICS IN PSYCHOLOGY

Focus on areas of psychological inquiry not covered in depth in the regular course offerings of the department. The selected topic can change each time the course is offered. It will enable students to take advantage of faculty expertise in areas of interest to both faculty and students.

Prerequisite: At least 12 credits in Psychology or permission of the department.

3 hours a week, 1 semester, 3 credits. Offered at department's discretion.

PSY 340 HISTORY AND SYSTEMS OF PSYCHOLOGY

Traces the development of psychology from its roots in philosophy to the evolution of psychology as a science over the last one hundred years.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

PSY 360 COUNSELING PSYCHOLOGY

An examination of the origins and characteristics of the counseling relationship, including an analysis of the major contemporary theories and techniques of counseling.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 370 INTRODUCTION TO CLINICAL PSYCHOLOGY

An introduction to the principles and techniques of clinical interviewing, evaluation, referral, and the planning of treatment. Field placements will provide students with an opportunity to observe the various institutional settings in which clinical psychologists work and the variety of psychological services offered there.

Prerequisite: PSY 271 and permission of the instructor

2 hours lecture, 3 hours placement a week, 1 semester, 3 credits. Additional conferences will be scheduled on a regular basis for supervision of the placement experience. Offered at department's discretion
Insurance fee \$35

PSY 380 PHYSIOLOGICAL PSYCHOLOGY

A survey of the physiological bases of behavior including an overview of the nervous system and the structure of the brain; a discussion of the influence of hormones and chemical transmitters within the brain on psychological functions; and an examination of the influence of physiological processes on such activities as sleep, emotional states, eating behavior, and learning and memory.

Prerequisite: PSY 100

3 hours a week, 1 semester, 3 credits. Spring

PSY 391 INTRODUCTION TO EXPERIMENTAL METHODOLOGY

Theory and technique in the experimental study of behavior, including research projects and formal written reports.

Prerequisites: PSY 100 and PSY 315

3 hours a week, 1 semester, 3 credits. Spring

Lab fee-\$30

PSY 400 INTERNSHIP IN PSYCHOLOGY

Designed to provide educational experience in a variety of applied professional settings. A representative from the cooperating local agency and a member of the Psychology faculty will jointly supervise the student who must work a minimum of 80 hours without remuneration during the internship. The student must meet regularly with the faculty supervisor, maintain a log of his or her activities, and submit a paper analyzing the application of psychological principles in the internship setting.

Prerequisite: Junior or Senior Psychology Major with at least 15 credits in Psychology including PSY 271 and a minimum GPA of 3.0. Permission of the department is required.

1 semester, 3 credits. Fall and Spring

Insurance fee \$35

PSY 460 SENIOR RESEARCH SEMINAR

The senior psychology major will select a specific topic of interest in the field of psychology for critical and intensive investigation. The student will be required to review the psychological literature on the chosen topic, generate an original research question, and plan a method of research and an appropriate statistical analysis to further investigate the problem

Prerequisite: A substantial background in psychology, including PSY 100, PSY 315, and PSY 391

3 hours a week, 1 semester, 3 credits, Fall

PSY 465 ADVANCED RESEARCH SEMINAR

Execution of the research proposal designed in Psychology 460. This will include a collection of data, in-depth statistical analysis of results utilizing the computer, interpretation of the results and the completed research report.

Prerequisite: A minimum grade of B+ in PSY 460 and permission of the department.

3 hours a week, 1 semester, 3 credits, Spring

Online Courses: The Department sometimes offers courses in an online format. Check the semester course schedule for details.

RECREATION AND LEISURE STUDIES

Gail C. Lamberta, Ph.D., *Chairperson*

The major in Recreation, which leads to a Bachelor of Science degree, may be completed as a four-year program for entering freshmen or as an upper-division program for transfer students. The program is nationally accredited by the Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT).

This program aims to provide the philosophy, psychology, sociology, and professional enrichment necessary to enhance both clinical and administrative skills in Recreation and Leisure Studies. The student may choose to concentrate in either Therapeutic Recreation or Leisure Services Management.

The Therapeutic Recreation concentration prepares graduates to pursue careers as Recreation Therapists in health care and social service agencies. A Therapeutic Recreation specialist is part of a team of highly skilled professionals who assist people with physical and developmental disabilities, mental illness, age-related limitations, alcohol and other drug dependency, as well as at-risk youth, and juvenile and adult offenders.

The Therapeutic Recreation specialist may work in many different settings, including hospitals, rehabilitation centers, assisted living and long term care facilities, community mental health centers, schools, group homes, correctional facilities, substance abuse facilities, and vocational training centers.

The Leisure Services Management concentration leads to positions with YMCA's, youth agencies, community or government recreation and parks departments, as well as in non-profit and private agencies.

Certification is available as a Certified Therapeutic Recreation Specialist (CTRS) from the National Council for Therapeutic Recreation Certification (NCTRC) to those students who major in Therapeutic Recreation. Students who major in Leisure Services Management may pursue a Certified Park and Recreation Professional (CPRP) certification from the National Recreation and Parks Association (NRPA). Interested students should seek advisement concerning specific eligibility requirements.

Any student who enrolls in a practicum course which will involve any physical contact with a child or a patient, especially persons with disabilities, must provide evidence that he or she has acquired professional liability insurance.

Major: Forty-five credits in Recreation, with a minimum department index of 2.0. Students interested in becoming eligible for the certification exam are required to complete 45 credits in recreation, with a minimum department index of 2.7. A maximum of 12 credits may be transferred toward the major. All students must document a minimum of 100 hours of service in approved recreation and leisure agencies prior to the required internship course.

Required Courses for Therapeutic Recreation Majors

		Credits
BIO 160*	Anatomy and Physiology I	4
BIO 161*	Anatomy and Physiology II	4
PSY 130*	Lifespan Development	3
PSY 150*	Group Dynamics and Communication	3
PSY 271*	Abnormal Psychology	3
REC 150	Foundations of Leisure Service	3
REC 160	Program Planning and Leadership Skills	3
REC 252	Recreation Administration I	3
REC 253	Therapeutic Recreation for Disabilities	3
REC 277	Introduction to Therapeutic Recreation	3
REC 284	Therapeutic Recreation in Community-Based Settings	3
REC 350	Assessment, Documentation, and Evaluation in Therapeutic Recreation	3
REC 352	Recreation Administration II	3

Students not interested in becoming eligible for the certification exam must complete the Therapeutic Recreation Internship Experience:

REC 487	Therapeutic Recreation Internship Experience	12
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Students interested in becoming eligible for the certification exam must complete the Internship in Therapeutic Recreation course:

REC 488	Internship in Therapeutic Recreation	12
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The remaining credits will be completed from the following course offerings:

REC 276	Therapeutic Recreation in Geriatric Settings	3
REC 278	Leisure Education	3
REC 279	Therapeutic Recreation in Psychiatric Settings	3
REC 280	Therapeutic Recreation for the Physically Disabled	3
REC 281	Skills in Recreation	3
REC 282	Therapeutic Recreation for the Developmentally Disabled	3
REC 283	Current Issues in Therapeutic Recreation	3
REC 285	Therapeutic Recreation in Community-Based Settings Lab	1
REC 483*	Therapeutic Recreation Field Experience I	4

Suggested Courses:

CS121	The Psychology of the Exceptional Child
SOC 136	Social Problems
PSY 220	Adolescent Psychology
PSY 230	Adult Development-Aging
RS 145	Theology of Death and Dying

* Credits are not counted toward major

Required Courses for Leisure Services Management Majors:

		Credits
PSY 150*	Group Dynamics and Communication	3
REC 150	Foundations of Leisure Services	3
REC 160	Program Planning and Leadership Skills	3
REC 252	Recreation Administration I	3
REC 253	Therapeutic Recreation for Disabilities	3
REC 277	Introduction to Therapeutic Recreation	3
REC 278	Leisure Education	3
REC 284	Therapeutic Recreation in Community-Based Settings	3
REC 352	Recreation Administration II	3
REC 486	Leisure Service Management Internship	12

The remaining credits will be completed from the following course offerings:

REC 276	Therapeutic Recreation in Geriatric Settings	3
REC 279	Therapeutic Recreation in Psychiatric Settings	3
REC 280	Therapeutic Recreation for the Physically Disabled	3
REC 281	Skills in Recreation	3
REC 282	Therapeutic Recreation for the Developmentally Disabled	3
REC 283	Current Issues in Therapeutic Recreation	3
REC 350	Assessment, Documentation, and Evaluation in Therapeutic Recreation	3

Suggested Courses:

PSY 130	Lifespan Development
PSY 220	Adolescent Psychology
PSY 230	Adult Development and Aging
SOC 136	Social Problems
SOC 249	Race and Ethnic Relations

Minor in Therapeutic Recreation: 18 credits, with 15 credits at the 200-or-above level

REQUIRED COURSES: (12 credits)

REC 150	Foundations of Leisure Services
REC 253	Therapeutic Recreation for Disabilities
REC 277	Introduction to Therapeutic Recreation
REC 350	Assessment, Documentation, and Evaluation in Therapeutic Recreation

ELECTIVE COURSES: 6 credits)

REC 276	Therapeutic Recreation in Geriatric Settings
REC 279	Therapeutic Recreation in Psychiatric Settings
REC 280	Therapeutic Recreation for the Physically Disabled
REC 282	Therapeutic Recreation for the Developmentally Disabled
REC 283	Current Issues in Therapeutic Recreation

* Credits are not counted toward major

Articulation with Kingsborough Community College: St. Joseph's has an articulation agreement with Kingsborough through which KCC students who complete the A.S. degree in Recreation may transfer to St. Joseph's for the B.S. in either Leisure Services Management or Therapeutic Recreation.

Certificate in Gerontology

For a description of the program leading to this certificate, see page 229.

REC 150 FOUNDATIONS OF LEISURE SERVICES

This course is designed to allow the student to become aware of the basic concepts of recreation, leisure and play across the lifespan. It stresses an understanding of the history, philosophies and social factors relative to the development and role of the recreation movement and its impact on both leisure services and society. Providers of leisure services and general aspects of various organizations and agencies are investigated.

3 hours a week, 1 semester, 3 credits. Fall

REC 160 PROGRAM PLANNING AND LEADERSHIP SKILLS

An investigation and application of the guidelines for program development, implementation, and evaluation in various settings as well as developing an understanding of group dynamics and leadership skills as they relate to the delivery of recreation and leisure services for all persons.

3 hours a week, 1 semester, 3 credits. Spring

REC 252 RECREATION ADMINISTRATION I

An introduction to the organizational policies and practices currently found in various recreation and leisure agencies and organizations, including public, voluntary/private, and commercial sectors. Consideration given to managerial problems and possible solutions, and community/agency assessments.

3 hours a week, 1 semester, 3 credits. Fall

REC 253 THERAPEUTIC RECREATION FOR DISABILITIES

This course provides an overview of therapeutic recreation services as they apply to the needs and nature of specific population groups, such as hospitalized children, elderly, physically disabled, developmentally disabled, emotionally impaired, youth-at-risk, economically disadvantaged, substance abusers, homeless population, and the socially deviant. Course work will include the study of medical terminology as it relates to each specific population group.

3 hours a week, 1 semester, 3 credits. Fall

REC 276 THERAPEUTIC RECREATION IN GERIATRIC SETTINGS

This course is designed to help students understand the biopsychosocial problems of aging and the attitudes towards aging in America.

Other areas to be covered include: economic problems, sexism and aging, community resources and methods of developing recreation resources and programs for this specialized group.

3 hours a week, 1 semester, 3 credits. Fall

REC 277 INTRODUCTION TO THERAPEUTIC RECREATION

This course is designed to help prepare students for a career in Therapeutic Recreation. It provides an introduction to the philosophies, procedures, and clinical practices of Therapeutic Recreation including leisure theories and concepts, client assessment, writing behavioral goals, treatment intervention and implementation, documentation and evaluation, and the role of Therapeutic Recreation in relation to current treatment approaches.

3 hours a week, 1 semester, 3 credits. Spring

REC 278 LEISURE EDUCATION

This course will explore the concept of leisure education and its components as well as investigate the guidelines necessary to develop an understanding of basic counseling skills and techniques.

3 hours a week, 1 semester, 3 credits. Spring

REC 279 THERAPEUTIC RECREATION IN PSYCHIATRIC SETTINGS

This course will focus on therapeutic recreation service within psychiatric settings. It will investigate various mental disorders in relation to their etiology and pathology. The course will explore the effect of Mental Illness on both physical and psychological development from birth to death. Medication and verbal therapies will be discussed. Design and implementation of therapeutic activities and programs will be explored.

3 hours a week, 1 semester, 3 credits. Spring 2013

REC 280 THERAPEUTIC RECREATION FOR THE
PHYSICALLY DISABLED

This course will provide an overview of the role that therapeutic recreation services plays in meeting the needs of persons with physical disabilities. It will examine the causes, characteristics, and impairments of the major physical disabilities, such as plegia, cerebal-palsy, spinal cord injuries, etc. This course will focus on innovative program planning techniques and program ideas, program modifications and adaptations, and current issues and trends related to recreation for the disabled.

3 hours a week, 1 semester, 3 credits. Spring 2012

REC 281 SKILLS IN RECREATION

This course provides students with an overview of various teaching methodologies and leadership techniques relative to small and large group participation in recreation activities. Students engage in practical application of the theoretical concepts through demonstrations in laboratory settings, such as the athletic field, classroom, and gymnasium.

3 hours a week, 1 semester, 3 credits. Spring 2013

REC 282 THERAPEUTIC RECREATION FOR THE
DEVELOPMENTALLY DISABLED

This course will include an investigation of the developmentally disabled, including the causes, characteristics and implications of this population for Therapeutic Recreation service. The adaptation and modification of recreation activities as well as the available recreation resources will also be included.

3 hours a week, 1 semester, 3 credits. Spring 2013

REC 283 CURRENT ISSUES IN THERAPEUTIC RECREATION

This course is designed to keep students abreast of all the current issues related to the field of Therapeutic Recreation. The purpose of this course is to help students develop an understanding and appreciation of the major trends, issues, and events impacting the profession of Therapeutic Recreation. The class will also explore trends and issues in health care delivery systems and how these trends relate to the provision of Therapeutic Recreation services. This course will also cover current research and concerns for the student preparing to enter the field and who will take the certification exam.

3 hours a week, 1 semester, 3 credits. Spring 2012

REC 284 THERAPEUTIC RECREATION IN COMMUNITY-BASED
SETTINGS

An overview of the history, philosophy, guidelines and practices as they relate to inclusive programming for persons with disabilities in community-based settings. This course will investigate both physical and programming issues pertaining to inclusion and accessibility. Administrative concerns, trends, challenges and opportunities in regard to inclusion will be addressed.

3 hours a week, 1 semester, 3 credits. Spring

REC 350 ASSESSEMENT, DOCUMENTATION, AND
EVALUATION IN THERAPEUTIC RECREATION

This course provides the recreation student with in-depth clinical training in all aspects of documentation within the Treatment Planning Process utilized in Therapeutic Recreation. The areas covered include: assessment (standards and practice), medical chart documentation, behavioral observation (techniques and protocol), writing treatment goals and measurable behavioral objectives, measuring participation patterns, activity analysis, program protocol development, and evaluation. Course work will involve theory as well as practical application of procedures and assessment instruments.

Prerequisite: REC 253 or permission of instructor

3 hours a week, 1 semester, 3 credits. Fall

REC 352 RECREATION ADMINISTRATION II

This course is designed to analyze the various elements of managing recreational resources. Topics to be discussed include liability and risk management, area and facility design, usage, maintenance and operations. An introduction to finance, budget process, and the laws as they pertain to recreation.

Prerequisite: Completion of REC 252

3 hours a week, 1 semester, 3 credits. Spring

REC 483 THERAPEUTIC FIELD EXPERIENCE I

Supervised placement in one recreation facility that offers therapeutic recreation programs and services for the geriatric population. Placement must be arranged by the student and approved by the instructor. This course is for non-recreation majors completing the Certificate in Gerontology.

100 hours a semester, 1 seminar hour per week, 1 semester, 4 credits. Fall, Spring, Summer

REC 486 LEISURE SERVICES MANAGEMENT INTERNSHIP

This course is designed to provide students with a full-time continuing experience in a professional recreation organization/agency which offers recreation and leisure experiences for persons in communities. A minimum of 400 hours of service at one site, under the supervision of a qualified recreation professional is required.

Prerequisite: Approval of Instructor and completion of major.

12 credits. Fall and Spring

REC 487 THERAPEUTIC RECREATION INTERNSHIP
EXPERIENCE (NOT ELIGIBLE FOR CERTIFICATION)

This course is designed to provide students with a full-time continuing experience in a professional recreation organization/agency which offers recreation and leisure experiences for persons in a therapeutic setting. A minimum of 400 hours of service at one site, under the supervision of a qualified recreation professional is required.

Prerequisite: Approval of Instructor and completion of major.

12 credits. Fall and Spring

REC 488 INTERNSHIP IN THERAPEUTIC RECREATION

This course is part of the preparation suggested by the National Council for Therapeutic Recreation Certification. The student interns for one semester under the supervision of a Certified Therapeutic Recreation Specialist.

Prerequisite: Approval of Instructor and completion of major.

12 credits, Fall and Spring



RELIGIOUS STUDIES

Thomas Petriano, Ph.D., *Chairperson*

Courses in Religious Studies offer to students the opportunity to deepen their knowledge of the various religious traditions of the world. The courses are given to enable the student to appreciate the religious beliefs of all people within the context of their cultural and historical development. Courses have also been designed to provide the opportunity for students to study the current complex issues of society from both a theological and moral viewpoint.

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the ***Core Curriculum Guide 2011***. Continuing students will follow the core curriculum in the 2009-2011 Catalogue.

Certificate in Religious Studies: For a description of the program leading to this certificate, see page 231.

Religious Studies Minor: (18 credits)

RS 130 Encountering God in Faith *or* RS 173 Quest for God
AND 15 other credits, 9 of which must be above the 100 level.

Peace and Justice Studies Interdisciplinary Minor: For a description of the program leading to this minor, see page 225.

Khatib Chair for the Study of Comparative Religion

Inaugurated by Dr. and Mrs. Reza Khatib '52 in 2008, the Khatib Chair for the Study of Comparative Religion was established to promote knowledge and understanding of the world's religions with an initial focus on the study of Islam. Each spring a noted scholar of a representative religious tradition will lecture, lead faculty discussions, and teach a course that will be video-conferenced to both campuses.

RS 122 HEBREW SCRIPTURES - OLD TESTAMENT

An introduction to the inspired writings of the Old Testament. The books of the Old Testament are selectively examined as statements of faith. The course analyzes the traditions behind these texts, the various literary forms in these books, and the experiences of the Jewish peoples which produced these writings.

The course also considers the role of Hebrew Scriptures in the faith of Christianity.

3 hours a week, 1 semester, 3 credits. Spring 2012

RS 123 NEW TESTAMENT

This course is a contemporary critical study of the message and the meaning of the New Testament, of its origin, and of the historical situation in which it was written. Important scriptural terms, ideas, and themes are examined. Emphasis is given to the traditions which formulate the faith demands of the New Covenant and its proclamation: Jesus Christ, Son of God, Savior.

3 hours a week, 1 semester, 3 credits. Fall 2012

RS 130 ENCOUNTERING GOD IN FAITH

New approaches for examining the rational foundations of religious faith with special emphasis on the problem of God and the sources of unbelief in contemporary culture; a consideration of religious peak experiences; the current question of "God-Talk;" the nature of faith and its relationship to reason and to theology.

3 hours a week, 1 semester, 3 credits. Spring 2012

RS 131 JESUS THE CHRIST

An historical and theological development of the foundational period of the Christian community's understanding of Christ as the risen Lord. The course will then explore the further development of these basic beliefs through the Chalcedonian, medieval and modern periods.

3 hours a week, 1 semester, 3 credits. Fall 2012

RS 134 SACRAMENTAL THEOLOGY

A study of the contemporary theology of the sacraments and their role in the Christian's life within the Church. The ongoing dialogue within the Christian Churches in the area of sacramental theology is examined in depth.

3 hours a week, 1 semester, 3 credits. Fall 2013

RS 144 WOMEN IN THE JUDAEO-CHRISTIAN TRADITION

This course seeks to examine the contributions as well as the contemporary understandings of women in life, theology and ministry. The course will also endeavor to present the contributions of women in the search for God in theology and spirituality.

3 hours a week, 1 semester, 3 credits. Offered when there is sufficient student demand.

RS 145 THEOLOGY OF DEATH AND DYING

An examination of America's interest in death education, recent contributions of the behavioral sciences; biblical and theological perspectives on death and after-life in Christian and in Jewish teachings.

3 hours a week, 1 semester, 3 credits. Fall 2012

RS 147 CHRISTIAN MARRIAGE

This course will attempt to establish the scriptural and traditional roots of the Christian understanding of marriage. Topics of contemporary interest are studied.

3 hours a week, 1 semester, 3 credits. Fall 2012

RS 151 CONTEMPORARY APPROACHES TO MORALITY

A survey of the principal trends in moral theology, tracing these trends from their biblical roots to the new insights of modern scholars.

3 hours a week, 1 semester, 3 credits. Fall 2013

RS 154 ISSUES OF WAR AND PEACE

This course will attempt to examine issues of war and peace from the perspective of the Judaeo-Christian tradition. It will endeavor to help students to become more involved with these very complex issues as members of religious communities and citizens of this country.

3 hours a week, 1 semester, 3 credits. Spring 2013

RS 164 AMERICAN PROTESTANTISM

A consideration of the history of the many epochs in American Protestantism; a study of the religious beliefs of the different groups which constitute American Protestantism; a survey of Revival, Evangelism, and Reform Movements which occurred at different points in their history; the social significance of the Protestant Churches in America from their beginnings until today.

3 hours a week, 1 semester, 3 credits. Fall 2013

RS 165 JUDAISM

A study of religion, philosophy, history and way of life of the Jewish people. A special emphasis is given to the concepts of Judaism as they are practiced and understood by contemporary members of the Jewish faith.

3 hours a week, 1 semester, 3 credits. Offered when there is sufficient student demand.

RS 166 CONTEMPORARY CATHOLICISM

A study of contemporary Catholicism which will connect the teaching and practice of the Church today to the teaching of Jesus and his first followers. Attention will be given to the sacramental nature of the Church, the vision of Vatican II, and the principles that guide Catholic moral teaching. The rich spiritual traditions of the Church and the issues that face the Church at the beginning of the new millennium will also be considered.

3 hours a week, 1 semester, 3 credits. Fall 2012

RS 168 THE SACRED QUEST—A STUDY OF WORLD RELIGIONS

The religions of the world provide a great record of humanity's quest for the sacred in thought, ritual and artistic expression. From the earliest times of pre-history down to the present day, people have expressed their deepest convictions about the universe, about the great issues of life, and about the sacred in worship and in creed. This course will attempt to study some of the varied expressions of humanity's religious impulse through the various religious traditions that have developed in different cultures at different times.

3 hours a week, 1 semester, 3 credits. Spring 2012

RS 173 QUEST FOR GOD

A study of humanity's prayerful attempts to commune with God as these have developed in both the East and the West. Analysis of the common elements found in the prayer experience as well as the differences from diverse cultures, philosophies and the like.

3 hours a week, 1 semester, 3 credits. Fall 2013

RS 174 SOCIAL JUSTICE AND HUMAN DEVELOPMENT

Through the study of Judaeo-Christian social thought, this course will provide a theological method for examining problems relative to social justice and human development.

3 hours a week, 1 semester, 3 credits. Spring 2012

RS 202 ISLAM

Through the use of primary texts, poetry, music, web sources and film, this course will introduce students to the religion and culture of Islam with a view toward understanding its role in the world today. Topics to be covered will include: the life and teachings of the prophet Muhammad, the content of the Qur'an, Islamic history, law, literature and philosophy and Islamic contributions to culture and civilization.

3 hours a week, 1 semester, 3 credits. Fall 2013

RS 203 FAITH ON FILM

This course will explore theological and religious themes, symbols and motifs that are found in a variety of modern and classic films—both American and foreign. Cinematic techniques and the background of directors of the films chose will be incorporated into the course. With the help of guided readings, students will be required to analyze films viewed in class, give oral presentations and research the life and work of a director of their choice whose films have raised theological themes and existential questions.

3 hours a week, 1 semester, 3 credits. Spring 2012

RS 204 HEALTH CARE ETHICS

The course will provide an introduction to and study of ethical positions regarding varied issues in the field of health care ethics. Basic principles derived from the various religious traditions in matters of health care will be explored. Clinical issues, such as therapies pertaining to reproduction, organ transplantation, genetic and stem cell research, decisions associated with the end of life and corporate issues will be considered.

3 hours a week, 1 semester, 3 credits. Spring 2013

RS 205 RELIGION AND ECOLOGY

The goal of this course is for students to attain an understanding of Earth, its living creatures, and its life-giving system as a matter of religious faith and ethical concern. The course will draw on biblical texts, focusing on the Jewish-Christian traditions and world religions as they contribute to valuing the natural world. In dialogue with official church statements and with essays from first and third world theologians, students will examine the connections between ecological justice and social justice.

3 hours a week, 1 semester, 3 credits. On demand

RS 206 RELIGIONS OF ABRAHAM

The three great monotheistic religions of Judaism, Christianity, and Islam have a common origin in the biblical story of Abraham and his descendants. This course will involve an in-depth study of the origins and development of these three religions as well as the points of convergence and divergence. Their historical, cultural, and spiritual traditions will be examined along with their role in the current world situation. Readings of representative scriptures and field observations at local mosques and synagogues will be expected.

3 hours a week, 1 semester, 3 credits. On demand

RS 223 THE GOSPEL OF JOHN

John's Gospel offers a unique insight into Jesus as the Messiah, the Son of God. This course will explore the gospel's distinctive literary style and theological perspective. Through analysis and interpretation of the text, this course will aim to develop a theological understanding of the gospel that would enable students to explore its meaning and relevance for the early church and the world today.

Prerequisite RS 123

3 hours a week, 1 semester, 3 credits. On demand

RS 300 INTERDISCIPLINARY READINGS ON PEACE AND JUSTICE

A course of selected readings, lectures, and discussions of the theories and practical applications of peacemaking. Views on the possibilities for peace and justice in the 21st century will be presented from various disciplines. Required for all Peace and Justice Studies minors.

3 hours a week, 1 semester, 3 credits. Spring

RS 370 SPECIAL TOPICS

The purpose of this course will be to explore current topics in the field of theology and comparative religion. Topics will vary and will often be taught by the visiting Khatib Chair.

SOCIAL SCIENCES

Raymond D'Angelo, Ph.D., *Chairperson*

Ted McGlone, Ph.D., *Associate Chairperson*

The Department of the Social Sciences aims to develop a broad understanding of social, economic, and political problems and to instill in students an interest which may lead to constructive activity in the solution of contemporary problems in these fields. All courses in the Social Sciences Department are open to the entire student body.

Core Courses: For information about department courses that fulfill core curriculum requirements, consult the **Core Curriculum Guide 2011**. Continuing students will follow the core curriculum in the 2009-2011 Catalogue.

Major: (36 credits) Three of the following courses are required of all majors: ANT 151, ECO 120, POL 102, SOC 100 or SOC 136. In addition, students are required to complete 30 credits in one of the disciplines. A minimum department index of C is required. A maximum of 15 credits may be transferred toward the major.

<i>Sociology</i>		<i>Political Science</i>		<i>Economics</i>	
SOC 100 or 136	3	POL 102	3	ECO 120	3
SOC 347	3	POL 103	3	ECO 222	3
SOC 348	3	POL 205	3	ECO 223	3
ECO 222	3	POL 215	3	ECO 226	3
SOC 400	3	POL 348	3	ECO 328	3
SOC electives	15	POL 351 or 353	3	ECO 400	3
		POL 400	3	ECO electives	12
		POL electives	9		

Minor: (18 credits) A minimum average of C is required. A student may minor in Economics, Political Science, or Sociology. Courses should be selected in consultation with the department along with the student's advisor.

Area of Concentration for Child Study Majors: (30 credits) The department offers two areas of concentration for Child Study majors. Concentrations in Sociology or Social Science consist of 30 credits. Child Study majors will choose their courses in consultation with the Department of Social Sciences and their academic advisor.

<i>Sociology</i>		<i>Social Science</i>	
SOC 100 or 136	3	Any 3 courses: ANT 151, SOC 100,	
8 elective courses	24	POL 102, ECO 120	9
1 @ 300-level	3	1 course: POL 103, 104	3
		1 course: ECO 161, 278	3
		Electives	5 courses
		(min. 1 @ 300-level)	15

Certificate in Criminology/Criminal Justice

For a description of the program leading to this certificate, see page 228.

ECONOMICS

ECO 120 MACROECONOMICS (BUS 120)

National economic policy; inflation and unemployment in the business cycle; output and income determination; government expenditures and receipts; fiscal policy and monetary policy; Federal Reserve System and the banking system; variations in stabilization policy; the impact of capital-labor relations.

3 hours a week, 1 semester, 3 credits. Fall and Spring

ECO 127 COMPARATIVE ECONOMIC SYSTEMS (BUS 127)

Study of the philosophic and ideological basis of economic systems, how they solve various economic problems, and the current state of these systems. Attention will be focused on the variations in modern economic systems: capitalist, state capitalist, market socialist, socialist, and traditional. Individual countries will be used as case studies for analysis of these various economic systems.

3 hours a week, 1 semester, 3 credits. Spring

ECO 161 INTERNATIONAL ECONOMIC PROBLEMS (BUS 161)

Survey of current problems covering international trade, international finance, the relations between technologically advanced and less-developed nations, and various international institutions and markets. Focus on current issues of international economic policy.

3 hours a week, 1 semester, 3 credits. Fall 2012

ECO 221 LABOR ECONOMICS (BUS 221)

A study of the political economy of labor market demand and supply, the labor process and the philosophic foundations of various theories of labor. The course surveys the historical and current problems of labor organization and unions as well as the impact of race, gender and class on labor and income distribution.

Prerequisite: ECO 120

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

ECO 222 STATISTICS
(BUS 222)

Collection and tabulation of statistical data. Simple correlation and regression analysis. Probability. Random variables. Normal distribution. Sampling and sampling distributions. Statistical inference. Use of Microsoft Excel, a spreadsheet program, integrated into the course.

Prerequisite: MAT 113 or MAT 200

3 hours a week, 1 semester, 3 credits. Fall

ECO 223 MONEY AND BANKING
(BUS 223)

The roles of money and credit, financial markets and institutions, and central banking in the U.S. economy. The banking system and its relationship with the Federal Reserve System, as well as international banking issues and problems, will also be analyzed and explored.

Prerequisite: ECO 120

3 hours a week, 1 semester, 3 credits. Spring

ECO 226 MICROECONOMICS
(BUS 226)

Marginal analysis of demand and supply, the individual firm, and market microstructure. Consumer behavior and producer behavior. Alternative models of price determination and profit maximization. The relation between input and output markets.

Prerequisite: ECO 120

3 hours a week, 1 semester 3 credits. Spring

ECO 278 ECONOMIC GEOGRAPHY

Geographic distribution of the economic activities of production, distribution, and exchange of goods and services. Particular attention is given to the location of economic activity as a function of unequal factor endowment.

3 hours a week, 1 semester, 3 credits. Spring 2013

ECO 328 HISTORY OF ECONOMIC THOUGHT

A survey of the development of economic theory; issues and problems of the Classical economists; Marx's critique of Classical political economy; the roots of contemporary schools of thought. Selected primary readings are integrated into the course. Emphasis will be placed upon analysis of the relationship between value and price.

Prerequisite: ECO 120

3 hours a week, 1 semester, 3 credits. Offered when there is sufficient student demand.

ECO 359 INDEPENDENT STUDY IN ECONOMICS

An opportunity for students to do advanced work in a specialized area in Economics. Students will work with an Economics faculty member in studying and analyzing economic issues and topics of interest.

Open to seniors and juniors with departmental approval.

Prerequisites: ECO 120 and ECO 226

1 semester, 3 credits.

ECO 370 SPECIAL TOPICS IN ECONOMICS

This course will include economic issues, developments or problems not covered in depth in the regular course offerings. It will enable students to take advantage of faculty expertise in diverse areas which are of interest to both faculty and students.

With departmental approval

3 hours a week, 1 semester, 3 credits.

ECO 400 SEMINAR IN ECONOMICS

Seminar student selects jointly with instructor an economic topic to be researched; findings are reported in a formal paper; weekly meetings with instructor.

Prerequisites: at least 12 credits in the social sciences, and approval of the department.

1 semester, 3 credits. Spring

POLITICAL SCIENCE

POL 102 INTRODUCTION TO POLITICAL SCIENCE

An overview of the study of politics and its division into the fields of American Politics, Comparative Politics, International Relations and Political Theory. An analysis of governmental types, forms of political participation, political power, ideologies, and political socialization.

3 hours a week, 1 semester, 3 credits. Fall and Spring

POL 103 AMERICAN GOVERNMENT AND POLITICS

An introductory survey of American national politics and government. The course will examine the ideological and socioeconomic context of American politics, the principles of the United States Constitution, non-governmental actors such as political parties and the media, and governmental institutions.

3 hours a week, 1 semester, 3 credits. Fall 2012

POL 104 STATE AND LOCAL GOVERNMENT

A study of government structure, power, and areas of interrelationship of the state and local units, with special emphasis on New York.

3 hours a week, 1 semester, 3 credits. Spring 2013

POL 203 POLITICAL AND CIVIL RIGHTS

A study of the nature and practice of political and civil rights, with an emphasis placed upon the study of contemporary controversies, such as hate speech, separation of church and state, and the rights of the accused. Special attention will be paid to the interaction of political and judicial processes.

3 hours a week, 1 semester, 3 credits. Spring 2013

POL 205 COMPARATIVE GOVERNMENTS

An introductory survey of selected Western and non-Western political systems, with emphasis on comparing and evaluating the performance of these systems in light of democratic and other values.

3 hours a week, 1 semester, 3 credits. Spring 2012

POL 215 INTERNATIONAL RELATIONS, LAW AND ORGANIZATION

An introductory survey of international relations. Emphasis will be placed on theories about how nations relate to one another, the role of governmental and non-governmental organizations in the international community, and the resolution of international issues and problems.

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

POL 220 WAR, REVOLUTION, AND RESISTANCE

This course inquires into one of the most intractable problems of our time—the phenomenon of political violence and its most common manifestations, e.g., war and revolution. In analyzing this phenomenon, emphasis will be placed on its origins, underlying motivations, and consequences. Special emphasis will be placed on identifying and defining the criteria that distinguish justifiable from unjustifiable violence.

Prerequisite: POL 102 or POL 103 or POL 205 or POL 215

3 hours a week, 1 semester, 3 credits. Spring 2012

POL 225 AMERICAN PRESIDENCY

An introductory study of the growth and functions of the institution of the presidency and how different factors in its environment, e.g., other institutions of government, interest groups, and personalities of the presidents themselves, affect presidential performance.

Prerequisite: POL 102 or POL 103

3 hours a week, 1 semester, 3 credits. Spring 2013

POL 240 POLITICAL TRANSITION IN EASTERN EUROPE

A study in the dynamics of political change in Eastern Europe and the former Soviet Union since the end of the Cold War. Emphasis will be placed on the development and assessment of institutions of representation including the rise of political parties, interest groups, and civil society in general including those based on ethnicity and religion. In selected cases, critical attention would be devoted to the impact of neoliberal reforms and the types of political mobilization surrounding these reforms.

Prerequisite: POL 102 or POL 205 or POL 215

3 hours a week, 1 semester, 3 credits. Fall 2011

POL 250 SOCIAL CHANGE IN DEVELOPING COUNTRIES
(SOC 250)

Theories of social change will be examined in light of economic, social, political, and cultural transformations which characterize industrializing and modern industrial societies. The focus will be on Asia, Africa and the Middle East.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2013

POL 280 CONSTITUTIONAL LAW

A study of the origin, theory and interpretation of the United States Constitution. Emphasis will be placed upon controversies surrounding the separation of powers, federalism and economic liberties.

Prerequisite: POL 102 or POL 103 or POL 203

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

POL 285 THE U.S. SUPREME COURT

An examination of political issues and themes related to the U.S. Supreme Court. Emphasis will be placed on the relationship of the federal judiciary to other aspects of the political system, the Court's history and development as a political institution, and its role in public policy. Other topics covered include the judicial appointment process and judicial decision making.

Prerequisite: POL 102 or POL 103 or consent of instructor.

3 hours a week, 1 semester, 3 credits. Fall 2012

POL 290 ACTION PROGRAM IN POLITICAL SCIENCE

Active student participation in programs on political topics. The program is under the supervision of a qualified faculty member.

Prerequisite: POL 102 and permission of Department

Hours and credits to be determined by the program. Offered when there is sufficient demand.

POL 293 AMERICAN URBAN POLITICS

An analysis of the conflicts and tensions in the structure of the urban political systems. Field work may be substituted, under supervision and with special permission. The hours and credit will be arranged.

Prerequisite: POL 102 or POL 103 or POL 104

3 hours a week, 1 semester, 3 credits. Fall 2012

POL 300 THE DYNAMICS OF POLITICS

An introduction to the complex and varied subjects of politics and government, and their relevance to our lives.

Prerequisite: POL 102 and permission of Department

3 hours a week, 1 semester, 3 credits. Offered when there is sufficient demand.

POL 348 RESEARCH METHODS
(SOC 348)

This course will provide students with an understanding of the major components and basic techniques involved in the research process, including how to structure a research project, and how to collect appropriate data. Students will have an opportunity to delve into the research venture first-hand by completing individual and group projects.

Prerequisite: 15 Social Science credits or departmental approval

3 hours a week, 1 semester, 3 credits. Fall

POL 351 HISTORY OF POLITICAL THOUGHT

A critical analysis of the political thought of selected writers, from Plato to Marx, relating their ideas to the political, social, and religious environment in which they arose, and indicating their continued significance.

Prerequisite: POL 102 or POL 103 or POL 205

3 hours a week, 1 semester, 3 credits. Offered when there is sufficient student demand.

POL 353 AMERICAN POLITICAL THEORY

A survey of American political thought from the nation's founding to the present era. Emphasis will be paid to defining moments in American political history, such as the Revolution, the Constitutional Founding, the Civil War, the Industrial Revolution, the Great Depression and the Civil Rights Movement. These debates will be revisited, with mainstream and radical positions discussed.

Prerequisite: POL 102 or POL 103 or POL 203 or POL 225

3 hours a week, 1 semester, 3 credits. Fall 2012

POL 359 INDEPENDENT STUDY IN POLITICAL SCIENCE

An opportunity for students to do advanced work in a specialized area in Political Science. Students will work with a Political Science faculty member in studying and analyzing political issues and topics of interest.

Prerequisite: POL 102 or POL 103 or consent of the instructor.

1 semester, 3 credits.

POL 370 SPECIAL TOPICS IN POLITICAL SCIENCE

This course will include political issues, institutions and processes not covered in depth in the regular course offerings. It will enable students to take advantage of faculty expertise in diverse areas which are of interest to both faculty and students.

Prerequisite: POL 102 or POL 103 or POL 205 or POL 215

3 hours a week, 1 semester, 3 credits.

POL 400 SEMINAR IN POLITICAL SCIENCE

Intensive individual research of a topic of interest in the field of political science, terminating in a written report.

Prerequisites: POL 348, at least 12 credits in Political Science, and departmental approval.

1 semester, 3 credits. Spring

SOCIOLOGY-ANTHROPOLOGY

SOC 100 INTRODUCTORY SOCIOLOGY

An introduction to sociology through a study of the basic concepts used in sociological analysis, particularly culture, types of social groups, processes of interaction, social class, population traits and trends.

3 hours a week, 1 semester, 3 credits. Fall and Spring

SOC 136 SOCIAL PROBLEMS

An introduction to sociology through an examination of what society considers to be social problems with a view toward showing how society produces these phenomena and to what extent they are solvable. Areas include: crime, mental illness, drug abuse, alcoholism, other forms of deviance, poverty, racism, conflicts over power.

3 hours a week, 1 semester, 3 credits. Fall and Spring

SOC 140 INTRODUCTION TO SOCIAL WORK

Scientific approach to social work as a profession within the structure of modern society; its principles and application of concepts. Techniques of observation, interviewing, elements of a social history, interpretation of case material. Methods of casework, group work, community organization; role of the social worker functioning in a variety of settings—as practitioner, as consultant to allied fields.

This is a pre-professional course and may not be offered for core curriculum. Not open to Freshmen.

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

SOC 220 SOCIOLOGY OF DEVIANT BEHAVIOR

An examination of the various sociological approaches to understanding and explaining crime, delinquency, deviance, drug usage, and other alleged aberrations in society and culture. Additionally, major case studies will be examined.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring

SOC 237 INEQUALITY AND SOCIAL CLASS

Topics include: the values, lifestyles and ideologies of the various classes; the relationship of the classes to economic, political and educational institutions; changes in the class structure.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

SOC 241 EXPERIENCE IN SOCIAL WORK

A planned field experience in a community social work agency; regular seminar meetings to evaluate, discuss and interpret this experience.

Prerequisite: SOC 140

6-8 hours placement a week, 1 seminar hour, 1 semester, 3 credits.

Spring 2012

Insurance fee required.

SOC 242 FIELD EXPERIENCE IN APPLIED SOCIOLOGY

Designed to offer experience in an approved organization whose activities require the communication and research skills used in sociology. The student is expected to work a minimum of 100 hours, keep a log, and complete a paper on the internship. A member of the sociology faculty will supervise the internship and will receive and consider the evaluations made by a representative of the site.

Prerequisite: Departmental approval.

1 semester, 3 credits.

SOC 243 CRIMINOLOGY

An examination of sociological concepts, theories, and perspectives regarding the study of crime. Topics include: the amounts and trends of crime; theoretical explanations; policies of crime control.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2012

SOC 245 COMMUNITY AND THE BUILT ENVIRONMENT

The study of American communities—urban, suburban, small town and rural. How communities develop, how planning is conducted, and the consequences of community decisions are addressed in the course. Classes will be devoted to social capital, community planning, segregation, suburban sprawl, urbanization, historic preservation of the built environment, and social issues. Emphasis on New York City and its suburbs.

3 hours a week, 1 semester, 3 credits. Fall 2012

SOC 246 SOCIOLOGY OF GENDER

Introductory review of economic, social and cultural changes that have modified the traditional definitions of femininity and masculinity in Western societies. Discussions include: socialization, sexual behavior, marriage and alternative life styles.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2012

SOC 247 HISPANIC CULTURE AND COMMUNITY

An examination of the social development and functioning of the Hispanic community. Pertinent sociological themes for discussion include immigration, religion, politics, cultural development, the media, and the family. Special emphasis will be given to the Hispanic communities of the New York area.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2012

SOC 249 RACE AND ETHNICITY

An examination of race and ethnic relations in American society including assimilation, pluralism, minority status, group tensions, and the dynamics of prejudice, discrimination, racism, and immigration. The social construction of race is studied in the context of American race and ethnic relations. The experience of historic and contemporary ethnic groups throughout the country, with emphasis on New York, will be explored.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall

SOC 250 SOCIAL CHANGE IN DEVELOPING COUNTRIES
(POL 250)

Theories of social change will be examined in light of economic, social, political, and cultural transformations which characterize industrializing and modern industrial societies. The focus will be on Asia, Africa and the Middle East.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2013

SOC 265 POPULAR CULTURE

An application of the theory and methodology of sociology to a study of popular culture in America. Content will include an analysis of institutional and market processes. Emphasis will be placed on the decision making processes in the mass media, music, film, and television and their respective impact on society.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2013

SOC 270 SOCIOLOGY OF HEALTH

An exploration of the social and cultural facets of health and illness, and the functioning of organizations involved in health care. The social behavior of health personnel and those who are the consumers of health care is stressed also.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring

SOC 275 POVERTY AND SOCIAL WELFARE

This course examines how Americans, both in the distant and recent past, have viewed the poor and conceptualized the problem of poverty. It also investigates the relevant cultural, economic and political factors that help to explain U.S. social policy development. The roles that social activists, intellectuals, and social welfare specialists have played in framing poverty as a social problem and in raising awareness about poverty are also explored. Finally, the course investigates how poor people have worked collectively to respond to their circumstances and to the policies that have shaped their lives.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Fall 2012

SOC 285 SOCIOLOGY OF THE FAMILY

The family as a social institution examined in both historical and contemporary contexts with special emphasis on American family patterns.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring 2012

SOC 310 THE CIVIL RIGHTS MOVEMENT

An in-depth study of the movement for civil rights from its origins to the present. The struggle for African American freedom and justice is presented in the context of local and national organizations. Seminar topics include the formation of the NAACP, the *Brown* decision and school integration, the Montgomery bus boycott, voter registration, Freedom Summer, black power, student activism and woman activists.

Prerequisite: SOC 100 or SOC 136

3 hours a week, 1 semester, 3 credits. Spring

SOC 347 SOCIOLOGICAL THEORY

The development and continuities of theoretical concepts and orientations in sociology against the intellectual and social backgrounds of their times. Differing schools of thought and representative works.

Prerequisite: 15 Social Science credits or departmental approval

3 hours a week, 1 semester, 3 credits. Fall 2011, 2013

SOC 348 RESEARCH METHODS
(POL 348)

This course will provide students with an understanding of the major components and basic techniques involved in the research process, including how to structure a research project, and how to collect appropriate data. Students will have an opportunity to delve into the research venture first-hand by completing individual and group projects.

Prerequisite: 15 Social Science credits or departmental approval
3 hours a week, 1 semester, 3 credits. Fall

SOC 359 INDEPENDENT STUDY IN SOCIOLOGY

An opportunity for the students to do advanced work in a specialized area.

Open to juniors and seniors in the Sociology Department, with departmental approval.
1 semester, 3 credits.

SOC 370 SPECIAL TOPICS IN SOCIOLOGY

This course will include sociological issues, developments or problems not covered in depth in the regular course offerings. It will enable students to take advantage of faculty expertise in diverse areas which are of interest to both faculty and students.

With departmental approval
3 hours a week, 1 semester, 3 credits.

SOC 400 SEMINAR IN SOCIOLOGY

Intensive individual research of a topic of interest in the field of sociology, terminating in a written report; weekly group discussions.

Prerequisite: SOC 348
2 hours a week, 1 semester, 3 credits. Spring

ANT 151 CULTURAL ANTHROPOLOGY

The basic principles, fundamental ideas and insights of cultural anthropology will be examined through comparative ethnographic accounts. The view of humans as both the products and creators of their culture will be explored through an analysis of cultural variation and culture change.

Not open to Freshmen
3 hours a week, 1 semester, 3 credits. Spring

Online Courses: The Department sometimes offers courses in an online format. Check the semester course schedule for details.

INTERDISCIPLINARY PROGRAMS AND COURSES

AMERICAN STUDIES *Interdisciplinary Minor* (21 credits)

The American Studies interdisciplinary minor explores the diverse ideas and experiences that have contributed to the ongoing development of American intellectual, cultural and political life. There are variations within the minor for English, History, Social Sciences and Human Relations majors. Students majoring in one of the above disciplines should meet with their department advisors for specific requirements.

REQUIRED INTRODUCTORY COURSES (12 credits)

HIS 172	American Heritage II*
POL 103	American Government and Politics*
SOC 133	American Society (waived if SOC 100 or SOC 136 was taken)
ENG 258	American Renaissance*

OR

ENG 259	Modern American Novel*
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AREAS OF STUDY

Select one area from which to take 2 courses (6 credits)

Mass Media and Popular Culture

ENG 111	Language of Film
ART 215	Art in American Life*
MUS 205	Jazz*
SOC 265	Popular Culture
HIS 360	Vietnam Era
POL 303	Money, Media & Politics
SPC 302	American Musical Theater

Racial and Ethnic Diversity

ENG 261	African American Literature
HIS 229	African-American Experience
POL 203	Political and Civil Rights
SOC 247	Hispanic Culture and Community
SOC 249	Race and Ethnicity
SOC 310	Civil Rights Movement
HIS 363	Immigration and Identity

Citizenship and Community

PHI 240	American Philosophy*
ENG 261	African American Literature
POL 203	Political and Civil Rights
POL 280	Constitutional Law
SOC 237	Inequality and Social Class
SOC 245	Community and the Built Environment
HIS 274	Long Island History*
HIS 276	New York State and City*

228 *Interdisciplinary Courses*

REQUIRED ADVANCED COURSE (3 credits)

HIS 321 American Social and Intellectual History

POL 353 American Political Theory

ENG 404 Advanced American Literature to 1865

OR

ENG 405 Advanced Survey of American Literature since 1865

**denotes course that may also count toward the core*

ENVIRONMENTAL STUDIES *Interdisciplinary Minor* (21 credits)

The interdisciplinary minor in Environmental Studies is designed to provide students with an opportunity to explore the environmental, economic, and social dimensions of sustainability from the perspectives offered by course work in natural sciences, physical sciences, social sciences, humanities, and business. As an outcome of this exploration, students will recognize and address environmental issues in the personal, civic, and professional spheres of their lives.

Required Courses (three):

BIO 118 Introduction to Environmental Biology

(BIO 200, General Ecology, satisfies this course for Biology majors*)

CHE 135 Introduction to Environmental Chemistry

(CHE 150 and CHE 151, General Chemistry I/II, satisfy this course*)

PHI 362 Environmental Ethics

Elective Courses (four): see Biology Department for list of elective courses.

*Science majors who satisfy BIO 118 and/or CHE 135 through these substitute courses would be required to take one of the following: BIO 279, BIO 280, or CHE 420.



FILM/MEDIA STUDIES *Interdisciplinary Minor* (18 credits)

This minor offers opportunities to study a powerful contemporary and historical form of communication and expression: the moving photographic image. Courses consist of interdisciplinary approaches to the analysis of film and media, covering works from the silent period to the present, from the U.S. and other nations, and from “mainstream” and “alternative” groups. Students learn the art, history, technology, economics, and theory of cinema and media, while also learning the language for analyzing such texts’ forms and practices.

TOTAL REQUIRED CREDITS: 18, WITH AT LEAST 12 CREDITS AT THE 200-OR-ABOVE LEVEL.

REQUIRED INTRODUCTORY COURSE

ENG 111 The Language of Film

Elective Courses

ENG 106	Dramatic and Visual Writing
ENG 211	Film/Media Genre
ENG 212	Film/Media Authorship
ENG 213	Film/Media and Society
ENG 214	Film/Media Form
MUS 211	Development of Music in Media and Motion Pictures
MUS 213	Development of Music in Media and Motion Pictures II
RS 203	Faith on Film
SPN 340	Contemporary Hispanic Cinema

Additional Electives: Each semester, the program is open to applications for inclusion from courses and/or students doing specialized course work that have significant Film/Media Studies components.

English Majors and Concentrates: No more than six credits in Film/Media courses may be counted towards the English major or concentration.



LATINO STUDIES *Interdisciplinary Minor* (18 credits)

The Latino Studies interdisciplinary minor is designed to serve students interested in learning about Latino cultures in the United States. While this minor will be attractive to social sciences and humanities majors, it will also be useful to students entering the professions in which knowledge of various Latino communities will be a valuable resource.

PREREQUISITES

SPN 201 and 202 Intermediate Spanish I and II

Spanish Courses (9 credits—at least 3 credits at the 300 level)

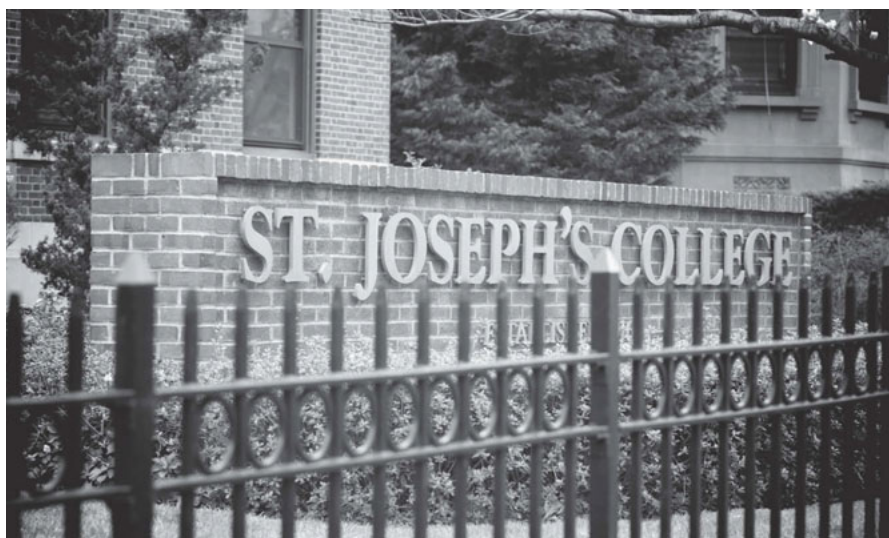
- SPN 110 Introduction to Latino Studies (taught in English)
- SPN 212 Readings in Hispanic Literature and Culture (taught in Spanish)
- SPN 215 Studies in Hispanic Literature and Art (taught in Spanish)
- SPN 233 Civilization and Culture of Spain (taught in Spanish)

OR

- SPN 234 Civilization and Culture of Latin America (taught in Spanish)
- SPN 330 U.S. Latino Literature and Culture (taught in English)
- SPN 370 Special Topics in Hispanic Literature and Culture (taught in Spanish)

Humanities and Social Sciences Courses (9 credits)

- HIS 250 Latin America
- HIS 363 Immigration and Identity: The Question of Race and Ethnicity in American Life
- MUS 212 Latin American Music
- SOC 247 Hispanic Culture and Community
- SOC 249 Race and Ethnicity



PEACE AND JUSTICE STUDIES *Interdisciplinary Minor* (18 credits)

Peace and Justice Studies is an interdisciplinary minor designed to identify and critically analyze conditions that contribute to injustice, social conflict and war. Through reflection on moral and ethical values and the application of social action strategies, students will be challenged to participate in the struggle to make peace with justice a social reality.

Required 100 Level Courses (6 credits)

RS 154 Issues of War and Peace

OR

RS 174 Social Justice and Human Development

HIS 152 Contemporary International Problems

OR

PHI 160 Introduction to Ethics

200 Level Courses—One From Each Group (6 credits)

Group 1:

HIS 224 South and Southeast Asia

HIS 225 Modern Middle East

HIS 250 Latin America

HIS 267 History of Ireland

Group 2:

POL 203 Political and Civil Rights

POL 215 International Relations, Law and Organization

POL 220 War, Revolution & Resistance

SOC 237 Inequality and Social Class

SOC 249 Race and Ethnicity

300 Level Courses (3 credits)

HIS 350 The Holocaust

HIS 360 The Vietnam Era

SOC 310 The Civil Rights Movement

Capstone Course (3 credits)

RS 300 Interdisciplinary Readings on Peace and Justice



INTERDISCIPLINARY COURSES

The courses listed in this section are interdisciplinary in nature. The departments to which they may be credited are listed.

ENG 112 CLASSICAL LITERATURE

CLA 112

A study of the human experience as reflected in the classic texts of East and West. Contributors to this study and to the foundations of culture are the authors of the *Bhagavid Gita*, *Gilgamesh*, and other eastern luminaries as well as Homer, Aeschylus, Sophocles, Euripides, and Virgil. This course may be credited to Classics or English.

3 hours a week, 1 semester, 3 credits. Spring

HIS 122 THE GLORY THAT WAS GREECE:

CLA 122 THE GRANDEUR THAT WAS ROME

An in-depth study of the Greco-Roman culture and civilization. Special attention will be given to the political, social, economic and cultural life of both peoples against the world setting in which they both rose, flourished and declined. This course may be offered for History or Classics requirement.

3 hours a week, 1 semester, 3 credits. Fall

LIB 100 LIBRARY RESEARCH STRATEGIES

This course instructs students on how to locate and evaluate information to meet their academic needs and to use the information accurately and ethically. Students will develop proficiency in searching techniques, paraphrasing and proper citation.

3 hours a week, 5 sessions, 1 credit. Fall and Spring

PHI 154 SOURCES OF GREAT WESTERN IDEAS

CLA 154

This course undertakes a study of the classical origins of Western philosophy in Greece and Rome with a special emphasis on its relevance to Modern times. Readings may include literature, drama, poetry, as well as the classic Greek philosophical texts in an examination of such foundation concepts as nature, self, soul, and virtue.

Course may be credited to Philosophy or to the Classics.

3 hours a week, 1 semester, 3 credits. Spring

SCI 130 NUTRITION AND HEALTH

A basic nutrition course in which the roles of energy nutrients (carbohydrates, fats and proteins), vitamins, minerals, diet, weight and exercise are considered in the context of personal health. The American lifestyle and diet are compared to those of other cultures, and current controversies relating to industrial food production, fast food, diets for weight loss, and organic and genetically modified foods are discussed. This course is appropriate to satisfy non-laboratory science core course requirements.

Not open to students who have completed SCI 135.

3 hours a week, 1 semester, 3 credits. Summer

SCI 135 NUTRITION AND PERSONAL HEALTH

A basic nutrition course in which the roles of energy nutrients (carbohydrates, fats and proteins), vitamins, minerals, diet, weight and exercise are considered in the context of personal health. The American lifestyle and diet are compared to those of other cultures, and current controversies relating to industrial food production, fast food, diets for weight loss, and organic and genetically modified foods are discussed.

Not open to students who have completed SCI 130.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.
Spring Lab fee-\$30

SCI 165 ENERGY AND THE ENVIRONMENT

A general introduction to scientific definition of energy and an investigation of fuels and technology used to provide the energy we use every day. This course will explore the impact of fossil fuels, nuclear power, solar and other "alternative" forms of energy on the environment and provide a framework for considering the social, economic and political implications of our future energy choices.

2 hours lecture, 2 hours laboratory a week, 1 semester, 3 credits.
Fall Lab fee-\$30

SJC 100 THE FRESHMAN SEMINAR

A seminar course for all first-year students which will introduce them to the academic world of college, and along with the required First Year Experience Program (FYE), will serve to engage students in the college experience at St. Joseph's. Each course section will focus on a unique and engaging topic related to the discipline or avocation of the instructor and may also incorporate interdisciplinary themes. This course will offer a laboratory experience of careful and critical reading, writing to learn, research skills, and cooperative classroom activities.

3 hours a week, 1 semester, 3 credits. Fall

CERTIFICATE PROGRAMS

St. Joseph's College, Main Campus, offers the following certificate programs, which are registered with the New York State Education Department. The certificate programs allow students to combine courses in their major field and/or in electives in order to develop knowledge and skill in a particular area oriented to a career interest.

All credits for the certificate programs must be taken at St. Joseph's College; any exception would require departmental approval. A cumulative index of 2.0 is required for each certificate. Courses may not be taken on a PASS/NO CREDIT basis. Students who complete requirements for these programs will receive appropriate certificates and notations on their transcripts. Applications for certificate programs are obtained from the Registrar's Office.

Descriptions of the courses listed below may be found in the appropriate department sections of this catalogue.

CERTIFICATE IN CRIMINOLOGY/CRIMINAL JUSTICE

The program is geared towards students interested in pursuing a career within the field of criminal justice. Students will receive both theoretical and practical exposure to the system, and will develop widely applicable skills in research design and data analysis.

Required Courses for Certificate 24 credits

SOC 100 Introductory Sociology

OR

SOC 136 Social Problems

CJ 158 Criminal Justice Administration

POL 203 Political and Civil Rights

SOC 243 Criminology

CJ 244 Corrections (Formerly SOC 244)

SOC 347 Sociological Theory

CJ 324 Research Methods in Criminal Justice (or equivalent)

SOC 350 Applied Statistics (or equivalent)

Total Required for Certificate 24 credits

(A minimum of 12 credits toward this certificate must be taken at St. Joseph's College.)

CERTIFICATE IN INFORMATION TECHNOLOGY APPLICATIONS

This certificate is designed to provide an introduction to the computer and its applications. Specifically, students will learn common uses of the computer such as word processing, will develop programming skills, and will apply this knowledge to frequently encountered tasks within their professional areas.

Required Courses for Certificate 6 credits

COM 140	Microcomputer Applications I (<i>if needed</i>)
COM 141	Microcomputer Applications II

Elective Courses for Certificate 6 credits

COM 150	Introduction to Computer Programming
—or—	
COM 152	Computer Programming

COM 288 (BUS 288)	Business Systems and Design
COM 205	Multimedia Applications
ART 267	Computer Assisted Graphic Design Workshop
Elective Computer Course (selected with departmental approval)	

Total Required for Certificate 12 credits

(A minimum of 12 credits toward this certificate must be taken at St. Joseph's College. Exceptions require department approval.)

CERTIFICATE IN GERONTOLOGY

This program of multidisciplinary studies in the field of aging will enable students pursuing various careers to function more effectively as service providers to older adults.

Required Courses for Certificate 9 credits

REC 276	Therapeutic Recreation in Geriatric Settings
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OR

CHS 451	Gerontology
PSY 230	Adult Development and Aging (Prerequisite: PSY 100)
RS 145	Theology of Death and Dying

An Approved Gerontological Field/Clinical Experience 3 credits

PSY 370	Introduction to Clinical Psychology (Prerequisite: PSY 100, 271, permission of instructor)
REC 483	Therapeutic Field Experience I 4 credits
REC 486	Leisure Services Management Internship (Prerequisite: Approval of instructor and completion of major)
REC 487	Therapeutic Recreation Internship (Not eligible for certification) (Prerequisite: Approval of instructor and completion of major)
REC 488	Internship in Therapeutic Recreation (Prerequisite: Approval of instructor and completion of major)
SOC 241	Experience in Social Work (Prerequisite: SOC 140)

Total Required for Certificate 12 credits

CERTIFICATE IN LEADERSHIP AND SUPERVISION

This certificate is designed to improve supervisory and managerial effectiveness. Through selected courses and a case-study orientation, the participants will learn to apply prominent theories and practices in employee management and development to commonly encountered problems and situations.

Required Courses for Certificate 9 credits

BUS 100 Process of Management

BUS 130 Organizational Behavior
(Prerequisite: BUS 100)

BUS 230 Human Resources Management
(Prerequisite: BUS 100)

Elective Courses for Certificate-select one course 3 credits

ECO 221 Labor Economics
(Prerequisite: ECO 120)

PSY 280 Industrial Psychology

Total Required for Certificate 12 credits

CERTIFICATE IN MANAGEMENT

This program is designed to educate students for the management of organizations in the business, non-profit, or public sectors; the latter includes the operations of the federal, state, and local government. It is available to students pursuing any major.

Required Business Courses 12 credits

BUS 100 Process of Management

ACC 110 Principles of Accounting

BUS 130 Organizational Behavior
(Prerequisite: BUS 100)

BUS 230 Human Resources Management
(Prerequisite: BUS 100)

Elective Business Courses 9 credits

Three additional courses in Business

Required Courses in Related Fields 6 credits

ENG 103 Writing for Effective Communication

COM 140 Microcomputer Applications I (preferred) or

COM 150 Introduction to Computer Programming

Total Required for Certificate 27 credits

(A minimum of 21 credits toward this certificate must be taken at St. Joseph's College.)

CERTIFICATE IN MARKETING, ADVERTISING, AND PUBLIC RELATIONS

This 12 credit certificate has been developed to provide essential knowledge and skills in the interrelated areas of marketing, advertising, and public relations. There are two components to the certificate program. The first is composed of three required courses, and the second is an elective course which enables students to direct their learning in support of their professional objectives.

Required Business Courses 9 credits

MKT 200	Marketing
MKT 204	Marketing Promotion and Advertising
MKT 208	Public Relations

Elective Business Courses 3 credits

Choose one of the following:

MKT 310	Consumer Motivation and Behavior
MKT 316	Marketing Research
ART 267	Computer Assisted Graphic Design Workshop

Total Required for Certificate 12 credits

CERTIFICATE IN RELIGIOUS STUDIES

This certificate is intended to provide either matriculated or non-matriculated students with a background of sufficient depth to enable them to have the skills and knowledge necessary to meet leadership needs in church affiliated settings. The program is designed to prepare students for roles of leadership and service in such areas as religious education, youth ministry, social outreach, marriage preparation and family ministry. Eighteen credits are required to complete this certificate.

Required Courses for Certificate

RS 130	Encountering God in Faith
RS 173	Quest for God

Elective Courses

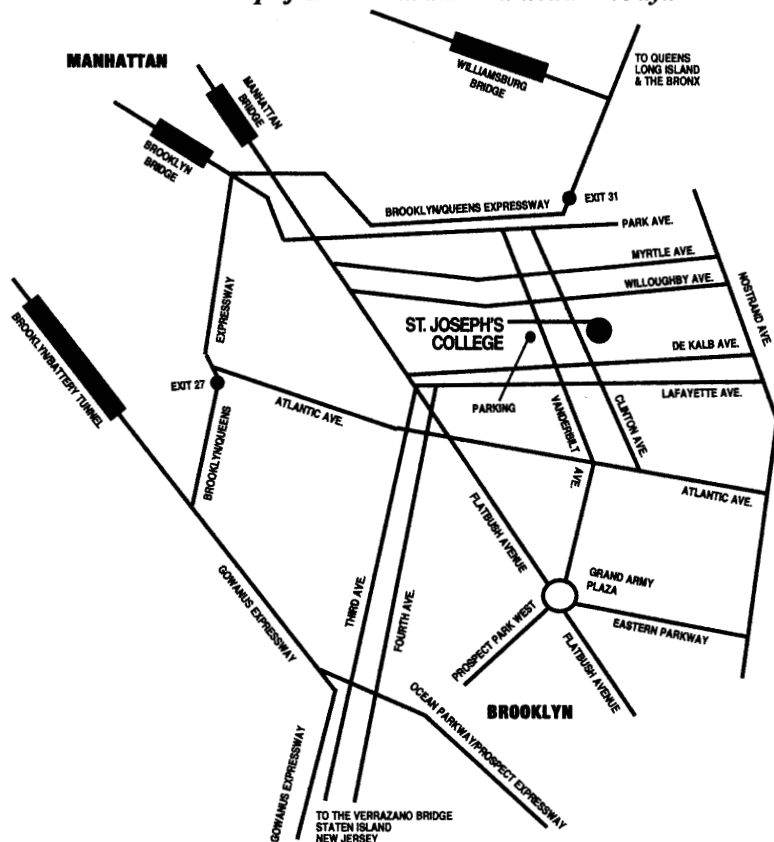
Twelve credits including some combination of religious studies courses chosen according to the student's area of interest. The twelve credits may include a combination of courses from other departments.

Possible courses are:

PSY 220	Adolescent Psychology
SOC 140	Introduction to Social Work
SOC 285	Sociology of the Family
PSY 150	Group Dynamics and Communication

(The credits for this certificate must be taken at St. Joseph's College.)



LOCATION*Area Map of Clinton Hill and Downtown Brooklyn*

St. Joseph's College is located in the Clinton Hill section of Brooklyn. The College may be reached via:

BUS

DeKalb Avenue Bus (B38) to Vanderbilt Ave.
 Crosstown Bus (B61) to Vanderbilt Ave.
 Myrtle Ave. Bus (B54) to Clinton Ave.
 Flushing Ave. Bus (B57, B62) to Vanderbilt Ave.
 Vanderbilt Ave. Bus (B69) to DeKalb Ave.
 Nostrand Ave. Bus (B44) to DeKalb Ave.
 Transfer to B38.
 Flatbush Ave. Bus (B41) to Vanderbilt Ave.
 Transfer to B69

SUBWAY

G to Clinton-Washington Station
 A to Hoyt-Schermerhorn. Transfer to G,
 M, B, Q, R to DeKalb Station
 Take B38 bus to Vanderbilt Ave.
 E, F to Queens Plaza Transfer to G
 2, 3, 4, 5 to Nevins St.
 Take B38 bus to Vanderbilt Ave.

CAR

Brooklyn Queens Expressway: Exit 31, Wythe-Kent,
 from Queens; or Exit 27, Atlantic Ave., from Brooklyn.

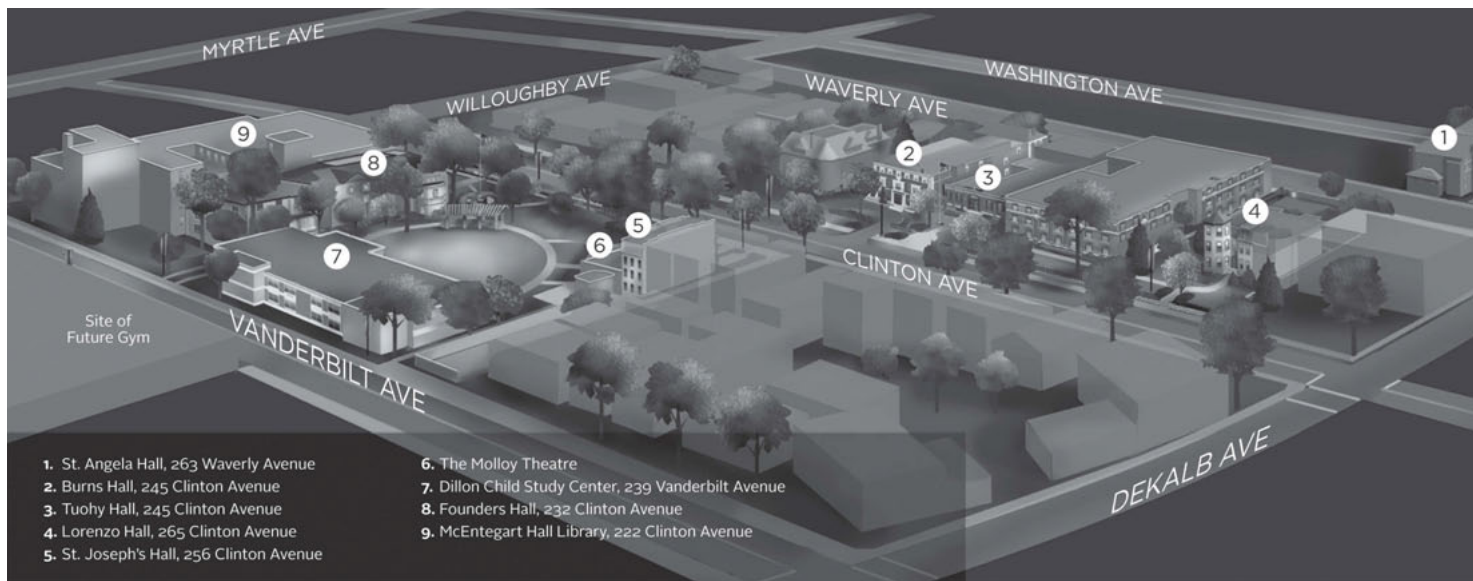
For more detailed travel information, call the Admissions office,
 (718) 940-5800.

L E G E N D

1. *St. Angela Hall*
 ACES Program
 Art Studio
 Auditorium
 Campus Ministry
 Classrooms
 Council for the Arts
 Education Department
 Mathematics Department
 Meeting Room
 Philosophy Department
 Student Lounge
 Student Publications Office
 Videoconference Rooms
2. *Burns Hall* ("245")
 Admissions
 Board Room
 Chapel
 Communication Studies Dept.
 Formal Dining Room
 Parlors
3. *Tuohy Hall* (*S. VincentTherese*)
 Administrative Offices
 Alumni Room
 Art Studio
 Auditorium
 Biology Laboratories

- Tuohy Hall, cont.*
 Business Office
 Chemistry Laboratories
 Classrooms
 Gymnasium/Fitness Center
 Physics Laboratories
 Student Government Offices
 Student Life Suite
 Student Lounges
4. *Lorenzo Hall*
 School of Professional &
 Graduate Studies-
 Administrative Offices
 Criminal Justice Department
 English Department
 Meeting Rooms
 Recreation Department
 Religious Studies Department
 5. *St. Joseph's Hall* ("256")
 Alumni Office
 Bloodgood Garden
 History Department
 Institutional Advancement
 Modern Languages Dept.
 Psychology Department
 Social Sciences Dept.

6. *Thomas E. Molloy Memorial*
Outdoor Stage
7. *Dillon Child Study Center*
 Child Study Department
 Observation Rooms
 Preschool Rooms
 Testing & Speech Offices
8. *Founders Hall*
 Faculty Residence
9. *McEntegart Hall Library*
 Book Store
 Cafeteria
 Chapel
 Classrooms
 Computer Laboratories
 Department Offices
 Accounting
 Business Administration
 Economics
 Faculty Study
 Library
 Remote Classroom
 Student Lounge
 Videoconference Room





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Academic Center

To be announced, Academic Dean of the School of Arts and Sciences,
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Kaliah Greene, M.B.A., Assistant Dean, Long Island Campus

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Registration and Records

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Johanna Frost-Johnsen, M.A., Director of Records and Registration,
Brooklyn Campus

Karen Spegele, Director of Scheduling and Registration, Long Island Campus

Dillon Child Study Center

Susan Straut Collard, Ph.D., Director

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Director of Admissions, Brooklyn Campus

Michael Learmond, B.A., Director of Admissions Operations, Brooklyn Campus

Gigi Lamens, M.S., Associate Vice President for Enrollment Management and
Director of Admissions, Long Island Campus

Debra A. Walling, M.B.A., Director of Admissions Operations, Long Island Campus

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Stephen Albano, B.A., Assistant Vice President for Enrollment Management and Associate Director of Admissions, Brooklyn Campus

Lucille Curley, M.B.A., Director of Admissions, School of Professional and Graduate Studies, Long Island Campus

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Jen-Mai Wong Ph.D., Psychologist, Brooklyn Campus

Jacqueline Merriweather, M.S.Ed., Associate Director, Long Island Campus

Mary Schultz, Ph.D., Psychologist, Director of Wellness Center, Long Island Campus

Cheryl Kurash, Ph.D., Psychologist, Long Island Campus

Campus Ministry

Brooklyn Campus

S. Susan Wilcox, M.S., Director of Campus Ministry, Brooklyn Campus

Rev. Dennis J. Farrell, M.Div.

Clergy of various faiths offer their services to students.

Long Island Campus

Patrick Tracy, M.A., M.Div., Director of Campus Ministry, Long Island Campus

Rev. Francis Pizzarelli, S.M.M., M.A., M.S.W.

Clergy of various faiths offer their services to students.

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Kenneth McCollum, Ph.D., Chief Information Officer

Lichele Abear Lucatorto, M.B.A., Executive Director of Client Services

Michelle Papajohn, M.B.A., Executive Director of Enterprise Systems

Maureen Williams, B.S., Executive Director of Technology Education

Tadeusz Dec, M.A., Executive Director of Network Operations

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D'adra Crump, M.B.A., Executive Director of Human Resources

Maureen Francis, M.B.A., Director of Payroll

Nancy Lowery, MBA, Director of Institutional Budgets

Joy Privitera, M.B.A., Bursar

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Michael Banach, M.A., Director of Public Affairs, Brooklyn Campus

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S. Anne Behre, Ed.D

Professor Emeritus of Child Study

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Allan Bock, M.B.A.

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Professor Emeritus, Library

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Professor Emeritus of English

S. Karen Kenney, M.Ed., M.A.

Professor Emeritus of Child Study

Dorothy A. King, Ph.D.

Professor Emeritus of English

S. Rosemary Lesser, M.A.

Professor Emeritus of Child Study

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- S. John Raymond McGann, Ph.D., L.H.D.
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- S. Rosamond O'Keefe, M.S.
Professor Emeritus of Psychology
- Robert Radus, Diplomé, Ph.D.
Professor Emeritus of French
- S. Teresa Ryan, M.A., M.L.S.
Director Emeritus, McEntegart Library
- Louis J. Teutonico, Ph.D.
Professor Emeritus of Mathematics
- Morton Thompson, Ph.D.
Professor Emeritus of Recreation
- Barbara Thorpe, M.S.
Professor Emeritus of Mathematics
- Margaret Ward, M.A.
Professor Emeritus of Physical Education
- S. Alice Francis Young, M.A.
Professor Emeritus of Child Study

FULL-TIME FACULTY

- Isabel Alfonso, Assistant Professor of Spanish
B.A., Universidad de La Habana; Ph.D., University of Miami
- Alexander Altman, Associate Professor of Chemistry
B.S., M.A., St. John's University; M.Phil., Ph.D., Graduate Center of
the City University of New York
- S. Jean Amore, Professor of Child Study
B.S., Brentwood College; M.A., Ed.D., Columbia University
- Elizabeth Anslow, Associate Professor of Psychology
B.A., Hunter College; M.A., Ph.D., Yeshiva University
- Francis Antonawich, Professor of Biology
B.S., University of Rochester; M.S., Ph.D., New York University
- Seth Armus, Professor of History
B.A., University of Minnesota; M.A., Ph.D., S.U.N.Y., Stony Brook
- Karen Auh, Assistant Professor of Mathematics
B.S., Dan Kook University; M.S., Korea University; M.S., New York
University
- James J. Barkocy, Assistant Professor of Business
B.A., St. Francis College; M.B.A., Advanced Professional Certificate,
New York University
- Heather Barry, Associate Professor of History
B.A., M.A., Pepperdine University; Ph.D., SUNY, Stony Brook
- Ellen Bartley, Assistant Professor of Accounting
B.B.A., M.S., Adelphi University; Ph.D. Cand., New York University
- Kenneth Bauzon, Professor of Political Science
B.A., Silliman University, Philippines; M.A. (History),
M.A. (Political Science), Ph.D., Duke University

248 *Registers*

- E. Jane Beckwith, Associate Professor of Art
B.A., Seton Hill College; M.F.A., Pratt Institute
- William F. Bengston, Professor of Sociology
B.A., Niagara University; M.A., St. John's University; Ph.D., Fordham University
- Esther Berkowitz, Associate Professor of Child Study;
Director, M.A. in Literacy and Cognition, Brooklyn Campus
B.A., M.S., Brooklyn College, C.U.N.Y.; M.S., Adelphi University;
Ph.D., Fordham University
- Leon Bernardyn, Assistant Professor of Music
B.M., M.M., Peabody Conservatory; GPD, Johns Hopkins University
- Raymond Betances, Assistant Professor of Business
B.A., M.B.A., Dowling College
- K. Candis Best, Assistant Professor of Community Health and Human Services;
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B.S., St. John's University; J.D., Villanova University School of Law;
M.S., Adelphi University; Ph.D., S.U.N.Y., Stony Brook
- S. Miriam Blake, Assistant Professor of Child Study
B.S., Brentwood College; M.S., Brooklyn College, C.U.N.Y.; M.S., Iona College
- James Blakeley, Assistant Professor of History
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- Laurel Janssen Breen, Associate Professor of Nursing
R.N., B.S.N., College Misericordia; M.A., Ph.D., New York University
- Monica Brennan, Professor of History
B.A., M.A., Portland State University; Ph.D., S.U.N.Y., Stony Brook
- Lorraine Brown, Assistant Professor of Nursing
R.N., B.S.N., Hunter College; M.S.N., Boston University
- S. Margaret Buckley, Professor of Education
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- Michael Burke, Assistant Professor of Philosophy
B. A., Fordham University; M.A., Boston College; Ph.D., Loyola University
- Michelle Caccavano, Assistant Professor of Nursing
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- Rupert Campbell, Assistant Professor of Business
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- Edgar Daniels, Assistant Professor of Child Study
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- Frank Faber, Assistant Professor of Business and Accounting
B.B.A., Hofstra University; M.S., Long Island University
- Joseph Fanuele, Assistant Professor of Child Study
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- George Fasano, Assistant Professor of Business
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- Maria Anne Fletcher, Associate Professor of Nursing
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- Stanley F. Fox, Associate Professor of Business
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- S. Suzanne Franck, Associate Professor of Religious Studies
B.S., St. John's University; M.A., Queens College, C.U.N.Y.; M.A., Seminary of Immaculate Conception; Ph.D., Fordham University
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250 *Registers*

- Sharon Friedman-Urevich, Assistant Professor of Nursing
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- S. Jane Fritz, Assistant Professor of Mathematics/Computer Science
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- Mary Fritz, Associate Professor of Child Study
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- Steven Fuchs, Associate Professor of History
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- Patricia S. Gabel, Assistant Professor of English
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- Jill E. Gelormino, Associate Professor of Child Study
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- Paul Ginnetty, Professor of Psychology
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- Nicole Gitau, Instructor, Library
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- Dewey Golkin, Assistant Professor of Business
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- Katherine Granelli, Associate Professor of Child Study
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B.A., S.U.N.Y., Pottsdam; M.S., S.U.N.Y., Oneonta; M.S.Ed., Adelphi University; Ed.D., Hofstra University
- Paul Hawryluk, Professor of Psychology
B.A., Hofstra University; M.A., Fairleigh Dickinson University; M.A., Ph.D., Adelphi University
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 Ph.D., Adelphi University
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- S. Eileen Kelly, Assistant Professor of Child Study
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- Tae Sook Kim, Professor of Nursing
 R.N.; B.A., Kei-Myung University, Korea; B.S.N., M.S.N., Columbia University;
 Ph.D., New York University
- S. Eleace King, Assistant Professor of Child Study; Co-Director, M.A. in Infant-Toddler
 Early Childhood Special Education
 A.B., Marywood College; M.S., Yeshiva University; Ed.D., The Johns Hopkins
 University
- Robert Krug, Assistant Professor of Business
 B.S., Brooklyn College, CUNY; M. B. A., Pace University; E.D.M., Case Western
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252 *Registers*

- Dimitriy Kupis, Assistant Professor of Mathematics and Computer Science
M.S., Kharkiv State Polytechnic University, Ukraine
- Bogumila Lai, Associate Professor of Mathematics
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- Gail Lamberta, Professor of Recreation
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- Mirella Landriscina, Associate Professor of Sociology
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- Robert Lasner, Instructor, Library, Brooklyn Campus
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- Kim Lavery, Instructor of Speech
B.A., Seton Hall University; M.A., Bowling Green State University
- Kirk Lawrence, Instructor of Sociology
B.A., Michigan State University; M.A., DePaul University, Ph.D. Cand., University of California
- Dawn Lee, Assistant Professor of Art
B.F.A., Colorado State University; M.F.A., Long Island University, C.W. Post Campus
- Quincy Lehr, Assistant Professor of History
B.A., University of Texas, Austin; M.A., M.Phil., Ph.D., Columbia University
- Claire Lenz, Associate Professor of Child Study
Director, M.A. in Literacy and Cognition, Suffolk Campus
B.S., S.U.N.Y., Oneonta; M.A.L.S., S.U.N.Y. Stony Brook;
Ed.D., St. John's University; P.D., Long Island University, C.W. Post Campus
- Jill Levin, Associate Professor of Child Study
B.A., Brooklyn College; M.S., C.W. Post Center of Long Island University;
Ed.D., Nova Southeastern University
- Peter Lin, Associate Professor of Psychology
B.A., Queens College, C.U.N.Y.; M.S., Columbia University; Ph.D., Yeshiva University
- S. Mary Febronia Loewenstein, Assistant Professor of Mathematics/Child Study
B.S., M.A., St. John's University; P.D., Brooklyn College, C.U.N.Y.
- Philip Lombardo, Assistant Professor of Mathematics
B.A., Hamilton College; M.S., Ph.D., University of Connecticut
- Robin Lombardo, Assistant Professor of Recreation
B.A., S.U.N.Y., Stony Brook; M.S., Herbert H. Lehman College, C.U.N.Y.
- S. Patricia Manning, Assistant Professor of Art
B.S., Brentwood College; M.A., Brooklyn College
- Robert Marose, Associate Professor of Business
B.S., University of Notre Dame; M.S., Stevens Institute of Technology;
M.S., Adelphi University; Ph.D. Polytechnic University of New York
- Peter J. Mascuch, Associate Professor of English
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- Peter Maust, Instructor of History
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- William McAllister, Assistant Professor of Mathematics/Computer Science
B.S., New York University; M.S., Polytechnic Institute of Brooklyn; M.S., S.U.N.Y., Stony Brook
- Ted McGlone, Associate Professor of Economics
B.A., New York University; Ph.D., University of Utah

- S. Loretta McGrann, Provost and Professor of English
B.A. Seton Hill College; M.A., Brooklyn College; Ph.D., S.U.N.Y., Stony Brook
- Karen Megay-Nespoli, Assistant Professor of Child Study
B.A., M.S., Queens College, C.U.N.Y.; P.D., St. John's University; Ed.D., Columbia University
- William Meng, Assistant Professor and Director of Library, Brooklyn Campus
Ph.D., University of Munich; M.I.A., Columbia University School of International and Public Affairs; M.S.L.I.S., Pratt Institute
- Rick Miller, Associate Professor of Art
B.A., New York University; M.F.A., Long Island University, C.W. Post Campus
- Mayumi Miyaoka, Instructor, Library
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- Maria Montoya, Professor of Spanish
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- Stanley A. Nevins, Professor of Philosophy
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- Gretchen Owens, Professor of Child Study
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- Richard Paganini, Assistant Professor of Speech
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- Joseph Pascarella, Assistant Professor of Criminal Justice
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254 *Registers*

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- S. Elizabeth Pearson, Assistant Professor of Child Study
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- Roy R. Pellicano, Associate Professor of Education
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- Charles Pendola, Assistant Professor of Business
B.B.A., St. John's University; M.P.A., John Jay College of Criminal Justice, C.U.N.Y.;
M.P.S., Long Island University, C.W. Post Campus; J.D., Touro Law Center; C.P.A.
- Lauren Grace Pete, Associate Professor of Health Administration
B.A., M.A., City College, C.U.N.Y.; J.D., Benjamin Cardozo School of Law,
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- Thomas I. Petriano, Professor of Religious Studies
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- Diane Pfadenhauer, Assistant Professor of Business
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M.S., New York Institute of Technology
- Judith R. Phagan, Associate Professor of English
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- Joseph Ross, Assistant Professor of Speech
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Dr.P.H., Columbia University
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- Victoria Siegmund, Associate Professor of Child Study
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256 *Registers*

- Charles Swensen, Associate Professor of Child Study
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- Jill Swensen, Assistant Professor of Child Study
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- Terry N. Tchaconas, Associate Professor of Child Study
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M.S., Ed.D., Columbia University
- Richard Torz, Associate Professor of Economics
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- Barbara Traola, Assistant Professor of Child Study
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- Thomas G. Travis, Vice President for Planning and Dean of the School of Professional
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- Alan Vitters, Assistant Professor of Business
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- William Vojir, Assistant Professor of Mathematics
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B.E., Stevens Institute of Technology; M.A., John Jay College of Criminal Justice;
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Dillon Child Study Center

Susan Straut Collard, Ph.D., Director

Nohemi Diaz, M.A.	Head Teacher
S. Patricia Dittmer, M.S., P.D.	Head Teacher
Emily Figueroa, M.A.	Head Teacher
Heather Meagher, M.S.	Head Teacher, Inclusion Class
Eileen O'Donnell, M.S.	Early Childhood Program Coordinator
Sameena Rahman, B.S.	Head Teacher
David Shaffer, M.S.	Head Teacher
Kelly-Johanna Martin, B.A.	Head Teacher, Inclusion Class
Victoria Contreras	Assistant Teacher, Inclusion Class
Margaret Donovan	Assistant Teacher
Debra Gonsalves	Assistant Teacher
Claudia Mariello	Assistant Teacher
Caroline McPherson	Assistant Teacher
Merlina Pollidore	Assistant Teacher, Inclusion Class
Liane VanSlyck	Assistant Teacher

Standing Committees of the College

List of committees and chairpersons will be found in *Faculty* and *Student Handbooks*.

Alumni Association

St. Joseph's College is committed to the belief that its responsibility to its graduates never ends. There are Alumni Offices on both the Brooklyn and Long Island campuses. The mission of the Alumni Office is to identify and engage the College's more than 30,000 alumni and to create meaningful opportunities for them to participate in the life of St. Joseph's. The Alumni Office works closely with the Alumni Association to help you connect with fellow alumni.

The Alumni Association promotes the interests of St. Joseph's by continuing the close relationship the College developed with its former students during their undergraduate days. Its membership includes all those upon whom the College has conferred a degree, as well as other former students who remain associated with the College.

In conjunction with the Alumni Office, the Alumni Association sponsors programs and special events, including lectures, mentoring, career services and reunions. The Alumni Association also provides grants to relatives of alumni. Alumni regularly receive the *St. Joseph's College Magazine*.





INSTRUCTIONAL PROGRAMS

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. The following programs have been registered by the New York State Education Department for St. Joseph's College Main Campus in Brooklyn.

Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
Biology	0401	BA	Academic Major	
			Biology 7-12	Initial
			5-6 Ext	Initial
Biology	0401	BS	Academic Major	
			Biology 7-12	Initial
			5-6 Ext	Initial
Public Accountancy	0502	BS	CPA-150	Lic Qual
†Accounting	0502	BS		
*M/A Accounting	0502	MBA	CPA 150	Lic Qual
†Business Administration, Accounting	0502	BS		
*Accounting	0502	MBA	CPA 150	Lic Qual
*Organizational Management	0506	BS		
M/A Management	0506	MS		
#Organizational Management	0506	BS		
M/A Management	0506	MS		
*Organizational Management	0506	BS		
M/A Executive Master of Business Administration	0506	MBA		
#Organizational Management	0506	BS		
M/A Executive Master of Business Administration	0506	MBA		
Business Administration	0506	BS		
*Organizational Management	0506	BS		
#Organizational Management	0506	BS		
*Management	0506	MS		
*Executive Master of Business Administration	0506	MBA		
#Executive Master of Business Administration	0506	MBA		
*Human Resources Management	0515	ADV CRT		
#Human Resources Management	0515	ADV CRT		
†Marketing	0599	BS		
†Computer Information Systems	0702	B.S.		
Child Study	0808	B.A.	E.Childhood Birth-2	Initial
			Childhood 1-6	Initial
			Sp Ed Birth-2	Initial
			Sp Ed 1-6	Initial
Literacy/Cognition (Birth–Grade 6)	0830	MA		Initial Prof'l

* Administered through the School of Professional and Graduate Studies

†Available in both the School of Arts and Sciences and the School of Professional and Graduate Studies

#Available in Distance Education Format through the School of Professional and Graduate Studies

INSTRUCTIONAL PROGRAMS

Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
French	1102	BA	Academic Major	
Spanish	1105	BA	Academic Major Spanish 7-12 5-6 Ext	Initial Initial
*Health Administration				
M/A Health Care Management	1202	MBA		
*Health Administration	1202	BS		
*Health Care Management	1202	MBA		
*Health Care Management	1202	ADV CRT		
*Management of Health Information Systems	1202	ADV CRT		
*Nursing	1203.10	BS		
*Adult Health	1203.10	MS		
*Nursing Education	1203.10	MS		
Medical Technology	1223	BS	Clin Lab Technol	Lic Qual
*Community Health and Human Services	1299	BS		
Child Study	1305	BA		
English	1501	BA	Academic Major English 7-12 5-6 Ext	Initial Initial
Speech	1506	BA		
Philosophy & Religious Studies	1599.10	BA		
Mathematics	1701	BA	Academic Major Mathematics 7-12 5-6 Ext	Initial Initial
Mathematics	1701	BS	Academic Major Mathematics 7-12 5-6 Ext	Initial Initial
Chemistry	1905	BA	Academic Major Chemistry 7-12 5-6 Ext	Initial Initial
Chemistry	1905	BS	Academic Major Chemistry 7-12 5-6 Ext	Initial Initial
Psychology	2001	BA		
Recreation	2103	BS		
Criminal Justice	2105	BA		
*Criminal Justice	2105	BS		
*Human Services Leadership	2199	MS		
Social Sciences	2201	BA		
Human Relations	2201	BA		
History	2205	BA	Academic Major Social Stud 7-12 5-6 Ext	Initial Initial

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#Available in Distance Education Format through the School of Professional and Graduate Studies

INSTRUCTIONAL PROGRAMS

Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
*General Studies	4901	BS		
*Health Care Management	1202	ADV CRT		
†Marketing, Advertising & Public Relations	5004	CERT		
†Management	5004	CERT		
†Leadership & Supervision	5004	CERT		
#Leadership & Supervision	5004	CERT		
*Human Resources	5004	CERT		
#Human Resources	5004	CERT		
*Training & Staff Development	5099	CERT		
†Information Technology Applications	5104	CERT		
*Health Instruction	5201	CERT		
*Medical Office Management	5214	CERT		
*Health Care Management	5299	CERT		
*Hospice	5299	CERT		
*Care Management	5299	CERT		
*Home Care Administration	5299	CERT		
†Criminology/ Criminal Justice	5505	CERT		
*Counseling	5506	CERT		
Applied Sociology	5506	CERT		
*Alcoholism & Addictions Counseling	5506	CERT		
†Gerontology	5506.20	CERT		
Religious Studies	5603	CERT		

Estimated Number of Part-Time Faculty Brooklyn Campus

Art	3	Education	6	Political Science	1
Biology	4	English	5	Psychology	2
Business/		French/Italian	3	Recreation	2
Accounting	1	History	2	Religious Studies	4
Chemistry	1	Mathematics/Comp	4	Sociology/	
Child Study	3	Music	2	Anthropology	4
Criminal Justice	3	Philosophy	0	Spanish	3
Dance	1	Physical Education	2	Speech	
Economics	1	Physics	0	Communication	6

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